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INTERACTIVE

Read and Write

Teacher Edition
English Language Learner

COURSE 3

The McGraw-Hill Companies



Glencoe

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To Teachers

Overview

Glencoe's *Read and Write* for English language learners provides additional language and concept support for students using the *Glencoe Literature* program. This resource may be used to preteach the selections or as a parallel instruction to the whole group.

The *Read and Write* student edition follows the organization of the Glencoe Literature program, with instruction and support provided for the following features:

- Literary Element
- Reading Strategy or Skill
- Vocabulary

Helping English Language Learners to Improve Proficiency

One of the major concerns of teachers of English language learners (ELLs) is how to move students beyond basic interpersonal communicative skills to academic language proficiency. Research shows that the most effective way for ELLs to develop this proficiency—and to build content knowledge and improve language learning—is to focus them on *active engagement* in learning and to use *metacognitive* and *cognitive learning strategies*. Monitoring comprehension, building background, making inferences about possible meanings of new vocabulary—systematic instruction in all these strategies helps ELLs become more proficient.

The *Read and Write* philosophy of learner interaction, strategic intervention, and academic language development aligns with current linguistic thinking and best practices for teaching English learners. *Read and Write* offers comprehensible instruction that is cognitively demanding and contextually embedded. Side notes, for instance, explain reading strategies and literary elements in a clear, interactive format, providing concrete examples for abstract concepts, such as drawing conclusions.

Using the Student Edition

The *Read and Write* student edition uses “considerate text” to provide a variety of interactive ELL strategies that engage students at all levels of proficiency.

Before You Read

The features Connect to the Genre, Literary Element, and Reading Strategies and Skills are introduced before students read the selection and parallel the instruction of the *Glencoe Literature* program, using an accessible approach for English language learners.

Vocabulary

- **Selection Vocabulary** parallels the vocabulary taught in *Glencoe Literature*, but modified definitions and example sentences provide systematic vocabulary instruction and additional context for accessing words’ meanings.
- **Content Vocabulary** provides additional illustrated vocabulary words that are:
 - essential to understanding the selection
 - likely to be used again throughout the school year
 - multidisciplinary
- **Vocabulary Practice** activities appear in the back of the student book for each lesson. These activities are leveled to meet students’ varying proficiency levels. **Activity A** provides vocabulary practice for Beginning students; **Activity B** provides vocabulary practice for Intermediate students; and **Activity C** provides vocabulary practice for Advanced students. The **Vocabulary Check** after reading offers the same scaffolded practice.
- **Pronunciation Key** Refer students to the **Pronunciation Key** on page 292 for help in pronouncing new vocabulary words.

During Reading

Students are able to access selection text at their proficiency level:

- **Beginning** Beginning students are able to access selection text by focusing on a unique **To Sum Up** feature that summarizes each selection page in an easy-to-read format. By reading these features, students will be able to access the essential meaning of the story.
- **Intermediate** Intermediate students are able to access the selection text at their proficiency level by reading the boxed portions of the selection. By focusing on these selected portions of text, students will be able to access the essential elements of the story, including plot development, characterization, literary elements, and text features.
- **Advanced/Advanced High** Advanced and Advanced High students are able to read the entire selection to access the text at their proficiency level. Additional interactive side-margin notes challenge these students at a deeper level to make meaning from the entire text.

Interactive side margin notes ensure students' active participation in applying strategies such as analyzing, identifying, defining, explaining, and critiquing. This interactive approach encourages students to be engaged as active speakers and listeners by using partner-talk and other tools, such as sentence frames, that guide their use of language. Students at different proficiency levels are able to explore questions and prompts together. This highly-structured opportunity promotes language use in a non-threatening way among peers.

- **Literary Element** offers practice in an interactive format for the literary element introduced before reading.
- **Background Information** provides additional relevant context to build background.
- **Content Vocabulary** is defined and illustrated at point of use in context.

- **Idioms** and figurative language are defined at point of use for student interpretation.
- **Comprehension Check** allows students to periodically check their comprehension of the selection in an interactive format.
- **To Sum Up** summarizes each selection page for Beginning and Intermediate students.
- **Reflect** allows students to practice the Reading Strategy or Skill. A partner icon signals to students to discuss their opinions and thoughts with a classmate. This opportunity allows students to demonstrate a range of speaking skills and strategies for paired activities or flexible small-group instruction.
- **Note Taking** gives students a structure for taking notes while they read nonfiction. A process for taking notes is particularly useful in understanding informational text, and research shows that students who take good notes perform better on tests. Using this process, drawn from the Cornell note-taking system, students will record notes, recap what they've learned, and summarize their notes.

After You Read

- Students apply what they've learned in a cumulative review after reading in **Vocabulary Check** and **Comprehension Check**. A **four-domain activity** after each lesson allows students to practice speaking, listening, reading, and writing within the context of the selection, using a fun, interactive format. Some of these after reading activities appear in the back of the student book.

Using the Teacher Edition

The *Read and Write* Teacher Edition presents comprehensive guidance for teachers in providing effective, efficient instruction for English language learners. The lessons are easy to navigate—labeled sections correspond to each feature of the student page. Lessons give teachers optimal opportunities to scaffold instruction and check for understanding, using a variety of instructional techniques for content, vocabulary acquisition, and language development, including:

- Oral Language and Building Background
- Interactive Question-Response
- Modeling
- Differentiated Instruction
- Vocabulary Routines
- Academic Vocabulary
- Phonics
- Writing Links
- Fluency
- Oral Assessment
- Comprehension
- Word Study
- Grammar Links

Oral Language and Building Background Differentiated instruction for each lesson opener develops students' oral language and builds background at these levels of proficiency: Beginning, Intermediate, Advanced, and Advanced High. (See page 1 for an example.)

Interactive Question-Response Each lesson is explored through a research-proven interactive approach, called Interactive Question-Response, which helps teachers coach English language learners in using language to make connections and meaning. This conversational, interactive

instruction creates context and provides opportunities for students to see how information builds and connects. This type of instruction provides ample opportunities for students to talk and use new language. It helps teachers ask the right kind of questions that focus on the basic meaning of the text and build overall understanding. Interactive teacher modeling helps students to use what they already know as they add new knowledge. It also allows numerous opportunities for using role-play and movement activities to enhance vocabulary meaning. These techniques make instruction engaging and memorable for students. (See page 2 for an example.)

Modeling Modeling is the process of demonstrating a thinking process. To model, the teacher reads aloud the interactive prompt as students follow along. Then, in everyday language, the teacher reasons aloud. The purpose of modeling is for students to understand the steps that readers follow to solve a reading problem or analyze text. The goal is to have students apply similar reasoning procedures during their own reading processes. To complete the modeling cycle, individual students should think aloud, with a partner or with the class, to demonstrate their own thinking processes as they employ the reading strategy or skill. Reasoning aloud makes students more aware of what they do as they read. Listening to a student think aloud shows the teacher how the student's abilities are developing and where the student needs support and guidance in applying the strategy. Teachers should use the scripting in *Read and Write* as a springboard for modeling in their own words to sound as natural as possible. (See page 2 for an example.)

Differentiated Instruction Differentiated instruction throughout the lessons provides the means to clarify difficult text for students at these proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. (See page 6 for an example.)

Vocabulary Routines To provide teacher-directed instruction for vocabulary development, vocabulary routines appear for each lesson: Words are defined in a new way, additional sentences show the words in different contexts, and students define, explain, and compare and contrast vocabulary in their own words. (See page 3 for an example.)

Academic Vocabulary Lessons call out academic vocabulary words within the selection text at point of use. Academic vocabulary words represent a research-based collection of words that are commonly used in academic texts. Direct instruction presents students with the basics of a working academic vocabulary, one that will prove useful in reading, writing, and research in many areas of study. (See page 16 for an example.)

Phonics Each lesson features phonics instruction on a targeted phonic element that appears within a selection or content vocabulary word. (See page 3 for an example.) See page T10 for additional strategies for teaching and reinforcing phonic elements and word analysis.

Writing Link Each lesson suggests a writing assignment related to the selection to provide context for student writing that serves an intended purpose. (See page 19 for an example.) See page T11 of this teacher edition for a Writing Checklist that students may use to evaluate their own writing.

Fluency Students practice oral reading skills throughout the program through choral reading, shared reading and reading aloud individually. These fluency lessons provide instruction and practice for reading aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expressions. (See page 31 for an example.) See pages T12 and T13 for best practices of fluency development and Oral Reading Guidelines to evaluate students' oral reading performance.

Oral Assessment An oral assessment at the end of each selection allows teachers to evaluate students' level of language output. Teachers use five selection-related questions to prompt oral responses that demonstrate students' proficiency levels. The same questions are used for all students, so teachers may wish to incorporate additional strategies for beginners, such as using gestures or pictures to help elicit responses. For early advanced students, teachers may wish to prompt expanded responses by asking students to expand, elaborate, or clarify their answers. (See page 17 for an example.) See page T14 of this teacher edition for an Oral Assessment Rubric to evaluate students' proficiency levels.

Comprehension Blackline Masters Students start a graphic organizer at the beginning of each selection and complete it as they read to reinforce skills, such as identifying and analyzing. The graphic organizers for all lessons begin on page A1 at the back of this teacher edition. (See page 4 for an example.)

Word Study Blackline Masters Word study instruction occurs throughout these lessons and features words from the selections to illustrate particular word study topics, such as analogies, metaphors, similes, and word origins and derivations. (See page 10 for an example.) Word study activities that reinforce instruction begin on page A1 at the back of this teacher edition.

Grammar Link Blackline Masters Throughout the program, teachers are referred to grammar, sentence structure, and punctuation lessons that begin on page A1 at the back of this teacher edition. (See page 18 for an example.) The instruction and practice features characters and topics from the selections to provide meaningful context as students apply concepts.

Strategies for Teaching Phonics

Strategies for Teaching and Reinforcing Phonic Elements

1. Write the letter or letter for the sound you are targeting on the board. Say the sound associated with the letters and have students repeat the sound to you.
2. Write on the board several example words that contain the sound-spelling you are teaching. For each word, review the phonemes, or sounds, in the word and then model blending the new sound with the other sounds in the word. Have students repeat the blending procedure for each word with you. Finally, say each word as you point to it on the board and have students read each word back to you.
3. Dictate several additional words with the sound-spelling you are targeting. Have students write these words. Ask individuals to read back the words they have written.
4. Have one student, or several students simultaneously, write the words on the board. Discuss the students' spelling of these words and have them make corrections as needed.
5. Reinforce the sound-spelling skill through various reading, writing, or speaking activities, such as those suggested below.

Activities to Reinforce Word Analysis

- Have student find words with the targeted sound-spelling combination in a paragraph or segment of their literature selection; students should read these words aloud to a partner or within a group.
- Have students generate a list of words based on the example words and the sound-spelling correspondence taught; have them discuss these words in a group.
- Have students in a group discuss and sort words that have the specific sound-spelling you are targeting from a mix of words.
- Have students make flashcards of words that teach the appropriate phonics principle; have partners quiz each other on the words.
- Have small groups create cloze sentences that should be completed with words containing the targeted phonics elements. For example, if you are reviewing the *gr* blend, student might construct the following cloze sentence: Everyone had a gr_____ time at the party. After you review, groups may present their sentences to other groups for completion.
- Have students write sentences, paragraphs, poems, or riddles that make use of words that illustrate a particular phonics element.

Writing Checklist

Name _____

1. I followed the directions for writing.
2. My writing shows that I read and understood the article.
3. I capitalized the names of people and the proper names of places and things.
4. I put a punctuation mark at the end of each sentence.
5. I read my writing aloud and listened for missing words.
6. I used a dictionary to check words that didn't look right.

Check off the things on the list that you have done for each writing assignment.

Selection Titles	Checklist Numbers ✓					
	1	2	3	4	5	6
Raymond's Run						
The Medicine Bag						
from Tom Sawyer; Born Worker						
from I Know Why the Caged Bird Sings						
Huge, Freed Pet Pythons Invade Florida Everglades						
Functional Documents						
Tell-Tale Heart						
Icarus and Daedalus						
Paul Revere's Ride						
Exile						
The New Colossus; Childhood						
Ode to Thanks; Ode to Rain						
O Captain! My Captain!						
My Father's Song; I Ask My Mother to Sing						
Flowers for Algernon, Part 1						
The Diary of Anne Frank, Act 1, Scenes 1 & 2						
TIME: Standing Tall						
Mother to Son; Speech to the Young; Speech to the Progress-Toward						

Fluency

Best Practices for Fluency Development

Glencoe's *Read and Write* for English learners provides differentiated instruction for fluency practice of the following skills:

Expression and Intonation

- Punctuation
- Bring Out Meaning
- Dialogue

Pacing

- Phrasing
- Meaningful Phrases
- Smooth Reading

Why Fluency Is Important for English Learners Slow, disfluent reading is associated with poor comprehension and inefficient reading overall. If reading proceeds haltingly, it is difficult for readers to make connections, activate background knowledge, acquire new information, or find deeper meaning in text. It's important for secondary students to understand the role fluency plays in the reading process. As students become aware of their oral and silent reading behaviors, they will be able to monitor their fluency.

Strategies for Developing Fluency

Oral Reading One of the most effective ways to help students build fluency is by having them listen to good oral readers and then practice oral reading themselves. Research shows that when a student hears the fluent reading of a text while simultaneously reading silently, fluency as well as vocabulary and comprehension improve.

Repeated Reading When students have difficulty with phrasing or inappropriate chunking of words, they need repeated practice in order to infer phrasing boundaries. Through repeated oral readings, the reader learns to transfer this knowledge of phrase patterns to other, unfamiliar passages.

Paired Reading Pair students and allow them to practice reading orally to one another. A partner may choose to read one paragraph at a time to the other, or the more fluent reader may read a long passage while the partner follows along silently.

Choral Reading Choral reading is a technique that allows students to use their voices in unison to convey meaning. This practice allows shy or insecure students to practice fluency in a safe environment.

By using these strategies, students will improve:

- Phrasing: the ability to chunk text into syntactically appropriate units
- Smoothness: the ability to read without hesitation or inappropriate pauses
- Prosody: the ability to portray the intonation, rhythm, and vocal stress in speech

Read and Write calls out passages in the selections that are appropriate for practicing certain fluency skills. Following is an effective sequence for presenting these lessons:

- Tell students they will be doing a choral reading of the passage.
- Read aloud the passage twice, demonstrating phrasing, smoothness, and prosody.
- Allow students to read the passage silently, practicing the fluency elements silently.
- Have students practice reading aloud the passage with a partner before choral reading.
- Students may join in the choral reading one at a time, until they are all reading together, or teachers may choose to have all students read together at the same time.

Teachers may want to evaluate students individually, using the Oral Reading Guidelines on page T13. Teachers may choose to keep records of students' oral readings to be able to show students' fluency improvement after repeated oral readings.

Oral Reading Guidelines

This guide will help you evaluate students' oral reading performances. In each of the five categories listed, score a student's fluency, using a scale of 1 to 4. After the evaluation in each category, average the five scores and record an overall score.

	Score 1 • Poor	Score 2 • Fair	Score 3 • Good	Score 4 • Excellent
Accuracy	Word Recognition is poor (below 85%); the reader attempt to decode but is usually unsuccessful.	Word recognition is marginal (86–90%); the reader often self-corrects but unsuccessfully	Word recognition is good (91–95%); the reader often self-corrects successfully.	Word recognition is excellent (96% or above); self-corrections are necessarily few and usually successful.
Rate	The reading rate is slow and laborious.	The reading rate is somewhat slow and inappropriately fast.	The reading rate is adequate but sometimes unevenly fast or slow.	The reading rate is consistently conversational and appropriate.
Phrasing	The reader reads word-by-word in one tone, often not recognizing phrases, clauses, or ends of sentences.	The reader reads in groups of two or three words, often not recognizing phrases, clauses, or ends of sentences.	The reader has good expression but may pause in mid-sentence.	The reader reads expressively, showing understanding by recognizing phrases, clauses, and ends of sentences.
Smoothness	The reader pauses, hesitates, and repeats words many times.	The reader pauses and hesitates when encountering challenging parts.	The reader encounters occasional breaks in reading due to specific words; the reading is generally smooth.	The reader encounters very few breaks; the reading is smooth and even.
Prosody	The reader ignores punctuations and reads each word with equal emphasis.	The reader pays attention to punctuation, but reads in a monotone.	The reader uses expression appropriately to facilitate meaning.	The reader appropriately employs expression to enhance the text, using intonation, rhythm, and vocal stress to clarify meaning.

Name_____

Overall Score_____

Class_____

Percentage Score_____%

Oral Assessment Rubric

Read the questions from the selection-specific Oral Assessment as you evaluate students’ levels of language output. Place a checkmark in the box that reflects the type of student response to each question. Then tally the types of responses to determine students’ proficiency levels.

Questions	Beginning Non-verbal response Student speaks using single words and short phrases	Intermediate Student speaks using simple sentences	Advanced Student displays an emerging ability to use complex sentences	Advanced High Student speaks using complex sentences
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				

Total responses _____

Proficiency Level _____

English Language Proficiency Standards

Correlations to the English Language Proficiency Standards can be found in *Glencoe Literature Texas Treasures Teacher Editions*.

English Language Proficiency Standards

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
- (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read,

and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

- (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten–Grade 12.
- (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students’ linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

- (1) identify the student’s English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;
- (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- (3) provide content-based instruction including the cross-curricular second language acquisition skills in subsection (c) of this section in a manner that is linguistically

accommodated to help the student acquire English language proficiency; and

- (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms

and circumlocution (conveying ideas by defining or describing when exact English words are not known);

- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (A) distinguish sounds and intonation patterns of English with increasing ease;
 - (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
 - (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborate spoken language;
 - (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
 - (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
 - (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
 - (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
 - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
 - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
 - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
 - (E) share information in cooperative learning interactions;
 - (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
 - (I) adapt spoken language appropriately for formal and informal purposes; and
 - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading.

The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
- (B) recognize directionality of English reading such as left to right and top to bottom;
- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
- (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area

text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

- (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
 - (H) read silently with increasing ease and comprehension for longer periods;
 - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across

foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe *s*) correctly; and
 - (iii) using negatives and contractions correctly;
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Why Use This Book?

Read for Fun and Read to Learn!

The notes and features of *Read and Write* will help you read and understand each literature and nonfiction selection. As you use these notes and features, you practice the skills and strategies that good readers use when they read.

Before You Read

Connect

Before you read, think about your own experiences. Share your knowledge and opinions.

Literary Elements and Reading Skills

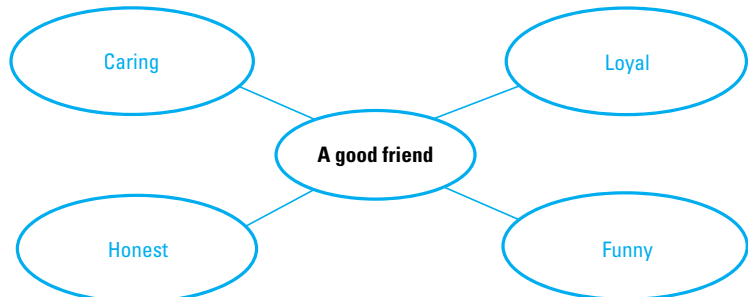
Literary elements help you to learn important features of literature. Reading skills help you develop good strategies to understand what you read.

Before You Read

Amigo Brothers

Connect to the Short Story

Think about your best friend. What makes that person such a good friend? Complete the web with qualities you think are important in a friend.



Literary Element Plot

Plot is the order of events in a story. Most plots include **conflict**, which is a struggle between two people, feelings, or forces. Conflict can be internal or external.

- **Internal conflict** is something you worry about on the inside, such as when you have to make a decision.
- **External conflict** is a problem you have with other people or forces, such as when you have to take cover from a bad storm. Conflict is important because it keeps the plot moving. It makes stories interesting because you want to find out who or what will win the struggle.

Reading Strategy Connect to Personal Experience

When you **connect to personal experience**, you stop and think about what you have read. You connect to what you read by asking yourself

- who does the character remind me of?
- when has something like this happened to me?
- how did I feel at the time?

Selection and Content Vocabulary

Learning new vocabulary helps prepare you to read.

Selection Vocabulary Practice saying the words with a partner.

devastating (dev' əs tā' ing) *adj.* causing a lot of injury or destruction
The devastating hurricane destroyed his house.
 > Cognate (Spanish) **devastador(a)**

wary (wār' ē) *adj.* careful or watchful
The mail carrier was wary of the large, barking dog.

perpetual (pər pəch' ōō əl) *adj.* never-ending or lasting forever
The noise of traffic is a perpetual sound in a big city.
 > Cognate (Spanish) **perpetuo(a)**

improvised (im' prə vīzəd') *v.* made or performed without preparing ahead of time
We improvised by holding big plastic bags over our heads when it started to rain.
 > Cognate (Spanish) **improvisado(a)**

evading (i vād' ing) *v.* keeping away from or escaping from
I cannot catch the mouse because it keeps evading me.
 > Cognate (Spanish) **evadir**

Content Vocabulary

lean (lēn) *adj.* thin
Ali exercises often because he wants to be lean and strong.



champion (cham' pē ən) *n.* the person who wins first prize
Raúl was the champion of the soccer team.



muscular (mus' kyə lər) *adj.* having well-formed muscles, or strong
Jaime lifts weights to become muscular.



ashamed (ə shāmd') *adj.* feeling embarrassed or uncomfortable
The girl felt ashamed. She forgot her homework at home.



confident (kon' fə dənt) *adj.* being sure of oneself
Maria is confident that she will save enough money to buy a bicycle.



victory (vik' tər ē) *n.* the defeat of an enemy or opponent
The soccer game ended in a victory for our school.
 > Cognate (Spanish) **victoria**



briskly (brisk' lē) *adv.* in a quick and energetic way
The excited group of students walked briskly to the bus.



charging (chärj' ing) *v.* moving forward to attack
I could not catch my dog. It was charging after a rabbit.



For more practice, see page 242.

Read, Respond, Interact

Notes support you as you read. Interact with and respond to the text by answering questions and reading information.

During Reading

Amigo Brothers

lean (lĕn) *adj.* thin



champion (cham' pĕ ən) *n.*
the person who wins first prize



Background Information

Lightweight Boxers are put in categories based on their weights. A boxer in the lightweight category weighs between 130 and 135 pounds.

To Sum Up

- ▶ Felix and Antonio are best friends.
- ▶ Both boys want to be boxing champions.

Antonio Cruz and Felix Varga were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the lower east side of Manhattan in the same tenement¹ building on Fifth Street between Avenue A and Avenue B.

Antonio was fair, lean and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.

Each youngster had a dream of someday becoming lightweight champion of the world. Every chance they had the boys worked out, sometimes at the Boy's Club on 10th Street and Avenue A and sometimes at the pro's gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads.

While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.

Between them, they had a collection of *Fight* magazines second to none, plus a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws² or losses.

Each had fought many bouts representing their community and had won two gold-plated medals plus a

1. A **tenement** is a kind of apartment building.
2. A **knockout** is when a boxer falls to the ground and does not stand up within a certain amount of time. A **technical knockout** is when a boxer is injured or confused and unable to continue the fight. A **draw** is when a fight is so close that neither boxer can be called the winner.

Questions about **Literary Element** allow you to practice this feature.

Content Vocabulary appears next to the words in the text.



boxing ring

silver and bronze medallion. The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,³ it had always been hot and heavy.

Now, after a series of elimination bouts,⁴ they had been informed that they were to meet each other in the division finals that were scheduled for the seventh of August, two weeks away—the winner to represent the Boys Club in the Golden Gloves Championship Tournament.

The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.

One morning less than a week before their bout, they met as usual for their daily workout. They fooled around with a few jabs at the air, slapped skin, and then took off, running lightly along the dirty East River's edge.

Antonio glanced at Felix who kept his eyes purposely straight ahead, pausing from time to time to do some fancy leg work while throwing one-two's followed by upper cuts to an imaginary jaw. Antonio then beat the air with a barrage of body blows and short devastating lefts with an overhand jaw-breaking right.

After a mile or so, Felix puffed and said, "Let's stop a while, bro. I think we both got something to say to each other."

Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two

Vocabulary

devastating (dev' as tāt' ing) *adj.* causing a lot of injury or destruction

3. **Sparring sessions** are practice fights.

4. **Elimination bouts** are fights in a tournament; the winners advance to fight again, but the losers are taken out of competition.

Amigo Brothers

muscular (mus' kyā lār) *adj.*
having well-formed muscles, or strong



Literary Element

Plot Antonio and Felix must fight each other. What type of conflict is this? Check the correct answer.

- ☐ internal
☒ external
☐ neither

To Sum Up

- ▶ The boys have different boxing styles.
- ▶ The boys must compete against each other.

Amigo Brothers

the courage of a tug boat pulling a barge five times its welterweight¹⁰ size.

"It's fair, Tony. When we get into the ring, it's gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don'tcha?"

"Sí, I know," Tony smiled. "No pulling punches. We go all the way."

"Yeah, that's right. Listen, Tony. Don't you think it's a good idea if we don't see each other until the day of the fight? I'm going to stay with my Aunt Lucy in the Bronx. I can use Gleason's Gym for working out. My manager says he got some sparring partners with more or less your style."

Tony scratched his nose pensively.¹¹ "Yeah, it would be better for our heads." He held out his hand, palm upward. "Deal?"

"Deal." Felix lightly slapped open skin.

"Ready for some more running?" Tony asked lamely.

"Naw, bro. Let's cut it here. You go on. I kinda like to get

10. A **welterweight** boxer weighs between 141 and 147 pounds.
11. **Pensively** means "in a thoughtful or sad way."

REFLECT

Connect to Personal Experience
Think about a time when you competed against a friend. How did you feel about it?

Possible answer: I felt sad and nervous.

PAIRED Talk about your answer with a partner.

To Sum Up

Felix and Antonio decide that they must fight each other fairly.

Amigo Brothers 7

Follow along as your teacher leads you in a shared reading.



Comprehension Check

Reread the boxed text. Underline what the boys promise each other.

A **deal** is an agreement. The boys agree to stay apart until the fight.

Respond to **Comprehension Check** to see how well you understand the text.

Definitions of idioms or interesting expressions help you to understand what you read.

Footnotes define terms in the text.

Reflect boxes give you a chance to practice the Reading Strategy.

You can respond to and interact with nonfiction text on a special **Note Taking** page.

Note Taking

Read the text on the left. Then record your answers to the items below.

most interesting word on this page is _____

because _____

2. One word that I didn't know on this page is _____

It means _____

3. One thing I read on this page that I already knew is _____

4. One thing I learned on this page that I didn't know is _____

5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Show What You Know

After reading activities help you focus your understanding of the text. Here, you apply the skills and strategies you practiced during reading.

After Reading

After You Read **Amigo Brothers**

Vocabulary Check

A. Circle the picture that best answers the question.

- Which dog is **lean**?  
- Which person looks **confident**?  
- Who is **charging**?  
- Which person looks **ashamed**?  

B. Choose the sentence that is the best example of the vocabulary word.

- muscular**
 - someone who lifts weights a lot
 - someone who doesn't exercise
- devastating**
 - The tornado destroyed our house.
 - I finished my homework.
- victory**
 - The team won the game.
 - The team lost the game.
- briskly**
 - how you walk when you are tired
 - how you walk when you want to move quickly
- perpetual**
 - Sometimes my friend is happy.
 - My friend is always happy.

C. Read the vocabulary words. Think about what each word means in "Amigo Brothers." Circle the word that has almost the same meaning.

10. champion	<u>winner</u>	dreamer	failure	fighter
11. wary	careless	<u>cautious</u>	thoughtless	fast
12. evading	enjoying	facing	<u>escaping</u>	hitting
13. improvised	planned	messages	traditional	<u>made up</u>
14. perpetual	brief	<u>long-lasting</u>	finished	forgotten

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Vocabulary Check shows how well you learned the new vocabulary.

Check your understanding of the text in **Comprehension Check**.

After You Read **Amigo Brothers**

Role Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Felix or Antonio and a reporter is interviewing you after the fight. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. Take turns being the interviewer and Antonio or Felix.

INTERVIEWER: What is your name?
ANTONIO/FELIX: My name is Felix Varga.
Possible answer: Felix Varga.

INTERVIEWER: What do you look like?
What does your opponent look like?
ANTONIO/FELIX: I am dark, short, husky, and I have an afro. He is lean and lanky, has a long reach, and has long hair.

INTERVIEWER: How long have you known your opponent?
ANTONIO/FELIX: I have known him since childhood.

INTERVIEWER: Why do you call him "amigo brother"?
ANTONIO/FELIX: I call him "amigo brother" because we are close like brothers.

INTERVIEWER: Describe what you did to prepare for the fight.
ANTONIO/FELIX: Possible answer: I trained at a gym and watched a movie.

INTERVIEWER: Did your friendship change before the fight? How?
ANTONIO/FELIX: Possible answer: Yes, we both decided to spend some time apart.

INTERVIEWER: Was it difficult to face your friend in the ring? Why or why not?
ANTONIO/FELIX: Possible answer: Yes, because he is my friend.

INTERVIEWER: Who was the true champion of the fight? Explain.
ANTONIO/FELIX: Possible answer: We both were because we didn't care who won. We had our friendship and that was enough.

After You Read **Amigo Brothers**

Comprehension Check

A. What happens in "Amigo Brothers"? Use the diagram to tell the events in order.

Beginning: Antonio and Felix decide to fight.

Middle: Antonio and Felix worry that boxing will hurt the friendship.

End: Antonio and Felix fight hard but quit before the end. They are still friends.

B. Compare Antonio and Felix. How are they alike? How are they different?

Antonio	Both	Felix
lean; long reach; better boxer	worried; want to win	short; muscular; better slugger

C. Think about the story. Then complete the sentences.

The main characters in the story are Antonio and Felix.

Both characters have an internal conflict because they are worried about fighting against each other, but they both want to win a championship.

Both characters have an external conflict. This conflict is the boxing match.

The conflicts end when the characters box each other, but stop before they knock each other out.

Fun activities allow you to speak, listen, read, and write.



Many other activities also appear in the back of your book!



8.6.A Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.

Raymond's Run

by Toni Cade Bambara

Raymond's Run

1

Oral Language

Build Background

Read the title and author. Explain that students will read "Raymond's Run" by Toni Cade Bambara. Tell students that *Raymond* is the name of the main character's brother. **Ask:** *Do you have brothers and sisters? (yes/no) How would you feel if someone was mean to your brother or sister? (angry, upset)*

Talk About the Short Story

Explain that the story is about a young girl who is a fast runner and her brother, who has a learning disorder.

Beginning **Ask:** *Have you ever run in a race? (yes/no) Are you a fast runner or a slow runner? (fast/slow)*

Intermediate Explain that runners need to train, or practice, before a race. Have students describe how runners get ready for a race. *Before a race, a runner will _____. (exercise, jog, do breathing exercises, stretch)*

Advanced Students may understand that people have different ways of preparing for competition. Have students describe ways that they or people they know get ready to compete. **Model** *When I get ready to compete, I make sure to go to bed early the night before. Write go to bed early on the board, and encourage students to add their own methods to the list.?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Vowel /ī/

Literary Element

- Plot

Reading Strategy

- Make Predictions About Plot

Writing Link

- Postcard

Comprehension

- Plot Diagram BLM

BLM

Grammar Link

- The Present Perfect Tense of *Be*: *For* and *Since* BLM

Word Study

- Figurative Language: Idioms and Base Words BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Short Story. Copy the chart on the board. **Model** *One good effect is that nicknames can make you feel liked. One problem is that nicknames also can be hurtful.* Model writing your response in the chart, and have volunteers suggest other responses. Then have individuals fill in their own charts.

Literary Element Plot

Explain, using gestures, that the action of a story rises and then falls as the plot advances, or moves forward. Draw a plot diagram on the board. Read aloud the Literary Element. As you read the text, label the five plot parts on the diagram. **Model** *The exposition tells me about the main characters. It also tells me when and where the story happens. As the story starts, the rising action shows me how a central problem, or conflict, of the story is beginning to grow. The climax is the part of the story that I think is most interesting or tense. The falling action shows me what happens after the climax. The resolution shows me how the story ends.* Have students discuss the plot of a story that most of them know, and help them to assign the events of that story to the parts of the plot diagram.

Reading Strategy Make Predictions About Plot

Read aloud the Reading Strategy. Explain that making predictions about a story's plot helps readers make sure they understand the characters and events in a story. Ask students to think about the story they discussed for the Literary Element activity. Have them discuss what they thought would happen the first time they read it. Then prompt students to answer the questions based on that story.

Connect to the Short Story

A nickname is a special name for a person. A nickname can describe what a person is like. For example, a thin person might be called Bones; a smart person might be called Brain. Do you have a nickname?

What are some good effects of using nicknames? What are some problems? Complete the chart.

Good Effects	Problems
makes you feel liked	can be hurtful

Literary Element Plot

The plot is the order of events in a story. Most plots have five parts.

- > **exposition:** introduces who the story is about and where the story takes place
- > **rising action:** difficulties that lead to the conflict
- > **climax:** the most interesting or tense moment in a story
- > **falling action:** what happens after the climax
- > **resolution:** the final outcome

Most plots have two types of characters. They have a **protagonist**, or main character with good traits. They also have an **antagonist**, or character with bad traits.

Reading Strategy Make Predictions About Plot

When you make **predictions about plot**, you use clues to guess what will happen next in a story.

As you read, ask yourself,

- > What do I know about the characters in the story?
- > What does this tell me about what they might do next?
- > What are the possible outcomes?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

liable (lī' ə bəl) *adj.* likely
People who don't wear their coats in winter are **liable** to get cold.

sidekick (sīd' kīk') *n.* close friend or partner
The clown's **sidekick** is always with him.

reputation (rep' yə tā' shən) *n.* what most people think about a person or a thing
Julio has a good **reputation**. He is very friendly.

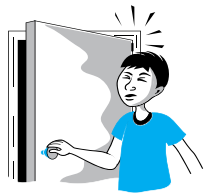
► Cognate (Spanish) **reputación**

static (stat' ik) *n.* hissing or crackling sounds, such as those from a microphone
We cannot find a clear station on the radio. We only hear **static**.

► Cognate (Spanish) **estático(a)**

Content Vocabulary

squeaky (skwē' kē) *adj.*
shrill or high
The old door sounds **squeaky** when I open it.



trot (trot) *v.* move faster than a walk and slower than a run
The horse **trots** in the field.
► Cognate (Spanish) **trotar**



grateful (grāt' fəl) *adj.*
thankful
Carlos is **grateful** for the gifts he receives.



clumsy (klum' zē) *adj.*
awkward
I feel **clumsy** when I drop things.



hollering (hol' ə rīŋ) *v.*
screaming or crying out
The children's **hollering** wakes the baby.



crouch (krouč) *v.* lower one's body close to the ground
I see the cat **crouch** before it jumps.



glance (glans) *v.* look at quickly
Let me **glance** at the photographs.



congratulate (kən grach' ə lāt') *v.* tell someone you are happy that they have done well
I **congratulate** Meena for running a good race.



For more practice, see page 254.

Raymond's Run

3

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **liable** to happen, it is likely to happen. **Example:** If you run on ice, you are **liable** to slip and fall. **Ask:** Describe something that is liable to happen today.

DESCRIPTION

A **sidekick** is a good friend or partner. *The superhero goes everywhere with her sidekick.* Can you name a character from a story or movie who has a sidekick? **EXAMPLE**

Continue the process with *reputation* and *static*.

Content Vocabulary

Something that is **squeaky** makes a shrill, high-pitched sound. *I can hear the squeaky bicycle coming down the street.* Name something that is squeaky. **EXAMPLE**

When people **trot**, they move faster than a walk, but slower than a run. *I trot around the track when I exercise.* Describe a situation in which you would trot. **DESCRIPTION**

If you are **grateful**, you are thankful for something. *My leg is healed. I am grateful that I can run again.* What is something you are grateful for? **EXAMPLE**

Continue the process with *clumsy*, *hollering*, *crouch*, *glance*, and *congratulate*.

Vocabulary

Have students complete the vocabulary practice activity on p. 254.

Phonics

Long Vowel /ī/

Tell students that they are going to practice saying words with the long *i* sound. Explain that the letter *i* can make both the short *i* sound, as in *sit* or *hip*, and the long *i* sound, as in *bike* or *nine*. Ask students to find a vocabulary word on page 7 in which the letter *i* makes the long *i* sound (*liable*). Slowly pronounce the word, and have students raise their hands when they hear the long *i* sound. Then have students say the word. Ask students to identify another vocabulary word where the letter *i* makes the long *i* sound (*sidekick*). Slowly pronounce the word, and have students raise their hands when they hear the long *i* sound. Then have students say the word.

Ask students to find words with a long *i* sound on pages 4 (*life*, *mind*, *right*), and 17 (*finally*, *smile*, *like*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Focus students on the sentence that begins on line 16.

Ask: *What do we know about the speaker? (She is a little girl with skinny arms who has a squeaky voice.) What other characters can you think of that have a squeaky voice? (Mickey Mouse)*

Comprehension Check

Check students' understanding of the direction lines in the margin activities on pages 4 through 17. Point out each direction line to students and explain their meanings. Give special attention to the terms *reread*, *check one*, *underline*, and *explain*.

Raymond's Run

Smart mouths are people who insult or disrespect other people.

squeaky (skwē' ke) *adj.* shrill or high



To Sum Up

- Squeaky takes care of her older brother Raymond.
- Squeaky is a fast runner.

I don't have much work to do around the house like some girls. My mother does that. And I don't have to earn my pocket money by hustling; George runs errands for the big boys and sells Christmas cards. And anything else that's got to get done, my father does. All I have to do in life is mind my brother Raymond, which is enough.

Sometimes I slip and say my little brother Raymond. But as any fool can see he's much bigger and he's older too. But a lot of people call him my little brother cause he needs looking after cause he's not quite right. And a lot of **smart mouths** got lots to say about that too, especially when George was minding him. But now, if anybody has anything to say to Raymond, anything to say about his big head,¹ they have to come by me. And I don't play the dozens² or believe in standing around with somebody in my face doing a lot of talking. I much rather just knock you down and take my chances even if I am a little girl with skinny arms and a squeaky voice, which is how I got the name Squeaky. And if things get too rough, I run. And as anybody can tell you, I'm the fastest thing on two feet.

1. Raymond's **big head** may be caused by a condition called *hydrocephaly*. People with this medical condition have too much liquid around their brains.

2. **Play the dozens** means "say mean things back and forth."

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A2.

English Language Learning Strategies

Some student may have trouble following the correct directionality when reading English. Remind them that English is read by beginning at the top left corner of the text, and each line is read from left to right. Model reading using a large-print book or an overhead projection of a text. As you read, trace the words with your finger or a pointer so that students see the direction of your reading. Then have students pair up with a book and take turns pointing out the first word and the last word on a page. Have students trace the flow of text from the beginning of the page to the end.

There is no track meet that I don't win the first place medal. I used to win the twenty-yard dash when I was a little kid in kindergarten. Nowadays, it's the fifty-yard dash. And tomorrow I'm subject to run the quarter-meter relay all by myself and come in first, second, and third. The big kids call me Mercury cause I'm the swiftest thing in the neighborhood. Everybody knows that—except two people who know better, my father and me. He can beat me to Amsterdam Avenue with me having a two fire-hydrant headstart and him running with his hands in his pockets and whistling. But that's private information. Cause can you imagine some thirty-five-year-old man stuffing himself into PAL shorts to race little kids? So as far as everyone's concerned, I'm the fastest and that goes for Gretchen, too, who has put out the tale that she is going to win the first-place medal this year. Ridiculous. In the second place, she's got short legs. In the third place, she's got freckles. In the first place, no one can beat me and that's all there is to it.

I'm standing on the corner admiring the weather and about to take a stroll down Broadway so I can practice my breathing exercises, and I've got Raymond walking on the inside close to the buildings, cause he's subject to fits of fantasy and starts thinking he's a circus performer and that the curb is a tightrope strung high in the air. And sometimes after a rain he likes to step down off his tightrope right into the gutter and slosh around getting his shoes and cuffs wet. Then I get hit when I get home. Or sometimes if you don't watch him he'll dash across traffic to

Background Information

Mercury A fast runner might be nicknamed "Mercury." Mercury is the Roman god known for speed. Statues of Mercury often show the god wearing a winged hat and winged sandals.



Literary Element

Plot Reread the boxed text. What part of the plot is this? Check one.

- ☒ exposition
- ☐ resolution
- ☐ falling action

To Sum Up

- Gretchen thinks she will win the race.
- Squeaky thinks Gretchen is ridiculous.
- Squeaky thinks she is the fastest runner.

Raymond's Run

5

Interactive Question-Response

Background Information

Read aloud the note. Ask students to name some animals or fictional characters whose names are associated with speed.

Literary Element Plot

If students have difficulty responding: **Model** *I am going to reread the boxed text to make sure I understand what is happening. Squeaky first describes Gretchen, one of the main characters in the story. Then Squeaky says that Gretchen is telling people that she will "win the first-place medal this year." Both Squeaky and Gretchen each think they will win the first-place medal. I know that conflict is likely when two people think they will win a contest. Then Squeaky describes her brother Raymond. I know he is important to the story because his name is in the title. The exposition is the part of the story that tells me who the story is about and where the story takes place. The exposition also sets the scene for the conflict in the story. I just read that the story is about characters named Gretchen, Squeaky, and Raymond. I found out the Gretchen and Squeaky might have a conflict about the race. **Ask:** What part of the plot is this? (exposition)*

Comprehension Check

Be sure students understand the direction lines on this page. Point out to students "Reread the boxed text" and "Check one" in the Literary Element margin activity in the student book to be sure students recognize them and understand their meanings. Also review the meaning of the term *underline*, which is used in margin activities on student pages 10 and 14.

Word Study

BLM

Figurative Language: Idioms

On the board, write the sentence that begins on line 35. Tell students that the sentence contains an idiom, an expression that has a meaning that is different from what the actual words suggest. Underline the expression *who has put out the tale*. Have students discuss the sentence, using context clues that explain the meaning of the expression. Ask students to discuss their interpretations of these clues. Then have students complete the activity on page A3.

Interactive Question-Response

Comprehension Check

Have students reread the boxed text. **Ask:** *How does Squeaky go down 34th Street? (She "prances" like "a rodeo pony.") Why might Raymond choose to pretend he drives a stagecoach? (Maybe he has seen Squeaky "prance like a rodeo pony." Maybe he is imitating her by pretending he's driving a stage coach.)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements from pages 4–6. Then have students work together to decide which two events are the most important so far. Provide the following sentence frame for students to complete:

The most important events are when ____ and when ____.

(The most important events are when Squeaky takes care of Raymond and when Squeaky thinks she is the fastest runner.)



Comprehension Check

What does Raymond pretend he is driving? Reread the text more slowly if you do not know the answer.

- ☐ an exercise bike
- ☐ a rodeo pony
- ☒ a stage coach

Uptight means "nervous."

To Sum Up

- Raymond likes to pretend.
- Squeaky keeps track of Raymond.
- Squeaky lets people know that she practices to stay strong for running.

6

the island in the middle of Broadway and give the pigeons
50 a fit. Then I have to go behind him apologizing to all the old people sitting around trying to get some sun and getting all upset with the pigeons fluttering around them, scattering their newspapers and upsetting the waxpaper lunches in their laps. So I keep Raymond on the inside of me, and he plays like he's driving a stage coach which is ok by me so long as he doesn't run me over or interrupt my breathing exercises, which I have to do on account of I'm serious about my running, and I don't care who knows it.

Now some people like to act like things come easy to
60 them, won't let on that they practice. Not me. I'll high-prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother **uptight** so that she walks ahead like she's not with me, don't know me, is all by herself on a shopping trip, and I am somebody else's crazy child. Now you take Cynthia Procter for instance. She's just the opposite. If there's a test tomorrow, she'll say something like, "Oh, I guess I'll play handball this afternoon and watch television tonight," just to let you know she ain't thinking about the test. Or like last week
70 when she won the spelling bee for the millionth time, "A good thing you got 'receive,' Squeaky, cause I would have got it wrong. I completely forgot about the spelling bee." And she'll clutch the lace on her blouse like it was a narrow escape. Oh, brother. But of course when I pass her house on my early morning trots around the block, she is practicing

Differentiated Instruction

Clarify the Text Help students understand why Squeaky behaves the way she does.

Beginning Read aloud the third bullet in To Sum Up. **Ask:** *Does Squeaky care if other people see her practice? (no)*

Intermediate Read aloud the boxed text. Have partners complete these sentence frames: *Squeaky's mother sometimes acts like ____.* (*Squeaky is not her child*) *Squeaky acts ____.* (*different from other children her age*)

Advanced/Advanced High Have students reread lines 59–70 and discuss how Squeaky and Cynthia Procter are different. Then ask students if they have ever known people who pretend to be less skilled or hardworking than they actually are. Have students discuss why they think a person might act this way. Encourage students to use variety of sentence lengths as they speak.

the scales on the piano over and over and over and over. Then in music class she always lets herself get bumped around so she falls accidentally on purpose onto the piano stool and is so surprised to find herself sitting there that she decides just for fun to try out the ole keys. And what do you know—Chopin's³ waltzes just spring out of her fingertips and she's the most surprised thing in the world. A regular **prodigy**. I could kill people like that. I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running. I never walk if I can **trot**, and shame on Raymond if he can't keep up. But of course he does, cause if he hangs back someone's **liable** to walk up to him and get smart, or take his allowance from him, or ask him where he got that great big pumpkin head. People are so stupid sometimes.

So I'm strolling down Broadway breathing out and breathing in on counts of seven, which is my lucky number,

Vocabulary

liable (lī' ə bəl) *adj.* likely

3. **Chopin** was a musician who lived in the 1800s. His piano pieces are short. They are hard to play.

REFLECT

Make Predictions About Plot

What do you think Squeaky will do when she meets Gretchen on the street? Why?

Possible answer: I think Squeaky will tell Gretchen that she is going to win the race. Squeaky seems to be a very confident girl. She is used to defending her brother and herself.



Talk about your answer with a partner.

A **prodigy** is a young person who is very good at something.

trot (trot) *v.* move faster than a walk and slower than a run



To Sum Up

- Squeaky practices running all the time.
- Raymond keeps up with Squeaky when she runs.

Raymond's Run

7

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of **trot**. Ask the student to act out the word **walk**. Then ask the student to act out the word **trot**. **Ask:** Which would you do if you needed to prepare for a race—walk or trot? (trot)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about what I know about Squeaky. She is a very confident person who would likely tell someone what she is thinking. I also know that Squeaky is confident that she, not Gretchen, will win the race. I think she might tell Gretchen she is going to win the race, because she is so confident.* Write the following sentence frame on the board to help students organize their thoughts.

I think Squeaky will ____, because ____.

Interactive Question-Response

Selection Vocabulary

Have a student read the word and definition for *sidekick*. The read aloud the long sentence that begins on page 7, line 91. Ask students to raise their hands when they hear the names of Gretchen's sidekicks. **Ask:** *Who are Gretchen's sidekicks? (Mary Louise and Rosie)* Have another student read the word and definition for *reputation*. Read aloud lines 107-109. **Ask:** *What kind of reputation do you think Squeaky has? (Squeaky has a reputation for being brave and strong, and for not being afraid of anything.)*

Content Vocabulary

Read aloud the word and definition. Ask students to give an example of something for which they were grateful. **Model** *When my friends threw me a party for my birthday, I was very grateful.*

Took up means "defended."

grateful (grāt' fəl) *adj.* thankful



Ain't is slang for "is not."

To Sum Up

- ▶ Squeaky meets Gretchen and her sidekicks on the street.
- ▶ They ask Squeaky if she will run in the May Day races.

and here comes Gretchen and her **sidekicks**: Mary Louise, who used to be a friend of mine when she first moved to Harlem from Baltimore and got beat up by everybody till I **took up** for her on account of her mother and my mother used to sing in the same choir when they were young girls, but people ain't grateful, so now she hangs out with the new girl Gretchen, and talks about me like a dog; and Rosie, who is as fat as I am skinny and has a big mouth where Raymond is concerned and is too stupid to know that there is not a big deal of difference between herself and Raymond and that she can't afford to throw stones.⁴ So they are steady coming up Broadway and I see right away that it's going to be one of those Dodge City scenes cause the street **ain't** that big and they're close to the buildings just as we are. First I think I'll step into the candy store and look over the new comics and let them pass. But that's chicken and I've got a **reputation** to consider. So then I

think I'll just walk straight on through them or even over them if necessary. But as they get to me, they slow down. I'm ready to fight, cause like I said I don't feature a whole lot of chit-chat, I much prefer to just knock you down right from the jump and save everybody a lotta precious time.

"You signing up for the May Day races?" smiles Mary Louise, only it's not a smile at all. A dumb question like that doesn't deserve an answer. Besides, there's just me and Gretchen standing there really, so no use wasting my breath talking to shadows.

"I don't think you're going to win this time," says Rosie, trying to signify with her hands on her hips all salty,⁵ completely forgetting that I have whupped her behind many times for less salt than that.

Vocabulary

sidekick (sīd' kīk') *n.* close friend or partner

reputation (rep' yə ta' shən) *n.* what most people think about a person or a thing

4. Squeaky is talking about the saying, "People who live in glass houses shouldn't **throw stones**." The saying warns people not to make fun of a person for something they could be made fun of.

5. **Salty** means "snappy and sarcastic."

"I always win cause I'm the best," I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventriloquist-dummy routine. Gretchen smiles, but it's not a smile, and I'm thinking that girls never really smile at each other because they don't know how and don't want to know how and there's probably no one to teach us how, cause grown-up girls don't know either. Then they all look at Raymond who has just brought his mule team to a standstill. And they're about to see what trouble they can get into through him.

"What grade you in now, Raymond?"

"You got anything to say to my brother, you say it to me, Mary Louise Williams of Raggedy Town, Baltimore."

"What are you, his mother?" sasses Rosie.

"That's right, Fatso. And the next word out of anybody and I'll be *their* mother too." So they just stand there and Gretchen shifts from one leg to the other and so do they.

Then Gretchen puts her hands on her hips and is about to say something with her freckle-face self but doesn't. Then she walks around me looking me up and down but keeps walking up Broadway, and her sidekicks follow her. So me and Raymond smile at each other and he says, "Gidyap" to his team and I continue with my breathing exercises, strolling down Broadway toward the ice man on 145th with not a care in the world cause I am Miss Quicksilver⁶ herself.

I take my time getting to the park on May Day because the track meet is the last thing on the program. The biggest thing on the program is the May Pole dancing, which I



Literary Element

Plot What is the conflict, or problem, on this page? Check one.

- ☐ Gretchen puts her hands on her hips and looks at Squeaky.
- ☒ Both Squeaky and Gretchen think they will win the race.
- ☐ Squeaky takes a long time getting to the park on May Day.

Look for the words *and*, *the*, and *be* on this page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

To Sum Up

- Squeaky tells the girls that she will win the race.
- Gretchen and her sidekicks leave.
- Squeaky arrives at the park on May Day.

6. **Quicksilver** is another name for the metal mercury. The metal mercury was named after a Roman god who ran very fast.

Interactive Question-Response

Literary Element Plot

If students have difficulty responding: **Model** *I know that the conflict is the major problem in a story. So far, I know that Squeaky is the main character and she takes running seriously. She meets Gretchen on the sidewalk. A clue that there is a conflict is that Gretchen thinks she is a faster runner than Squeaky. Ask: Who does Squeaky think will win the race? (She thinks she will win the race.) Who does Gretchen think will win the race? (She also thinks she will win.)*

Help students develop basic sight vocabulary by identifying some of the sight words on this page. Assess students' understanding of the meanings of the words *and*, *the*, and *be*. Write a sample sentence on the board for each word. If beginning students are struggling to create complete sentences, encourage them to write and say simple phrases instead. (*the cat and the dog, be good, bread and butter*)

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *What words or phrases describe how she feels now? ("have no better sense than to dance on tiptoe;" "being a perfect fool;" "that kind of nonsense;" "I run. That is what I am all about.")* **Ask:** *Why do you think her feelings have changed? (because she is getting older)*



Comprehension Check

Underline the role that Squeaky played in a Hansel and Gretel show. In your own words, explain how Squeaky feels now about that experience.

Possible answer:

She now feels foolish

for having played a

strawberry. She has

more serious things to

do now, such as winning

aces.

To Sum Up

- Squeaky does not join the May Pole dance.
- Squeaky looks around for Gretchen.

10

can do without, thank you, even if my mother thinks it's a shame I don't take part and act like a girl for a change. You'd think my mother'd be grateful not to have to make me a white organdy⁷ dress with a big satin sash and buy me new white baby-doll shoes that can't be taken out of the box till the big day. You'd think she'd be glad her daughter ain't out there prancing around a May Pole getting the new clothes all dirty and sweaty and trying to act like a fairy or a flower

160 or whatever you're supposed to be when you should be trying to be yourself, whatever that is, which is, as far as I am concerned, a poor Black girl who really can't afford to buy shoes and a new dress you only wear once a lifetime cause it won't fit next year.

I was once a strawberry in a Hansel and Gretel pageant when I was in nursery school and didn't have no better sense than to dance on tiptoe with my arms in a circle over my head doing umbrella steps and being a perfect fool just so my mother and father could come dressed up and clap.

170 You'd think they'd know better than to encourage that kind of nonsense. I am not a strawberry. I do not dance on my toes. I run. That is what I am all about. So I always come late to the May Day program, just in time to get my number pinned on and lay in the grass till they announce the fifty-yard dash.

I put Raymond in the little swings, which is a tight squeeze this year and will be impossible next year. Then I look around for Mr. Pearson, who pins the numbers on. I'm really looking for Gretchen if you want to know the truth,

180 but she's not around. The park is jam-packed.

7. **Organdy** is a lightweight fabric. It is usually made of cotton.

Word Study

BLM

Base Words

Point out the word *impossible* (line 177) and write it on the board. Explain that impossible is formed by the prefix *im-* and the word *possible*. *Possible* is called the *base word*. Explain that word parts added to the front of a base word are called *prefixes*. Word parts added to the end of a base word are called *suffixes*. Explain that the prefix *im-* means "not" or "the opposite of." Have students discuss how *im-* changes the meaning of the base word *possible*. Finally, have students practice analyzing word parts by completing the activity on page A3.



glockenspiel

Parents in hats and corsages and breast-pocket handkerchiefs peeking up. Kids in white dresses and light-blue suits. The parkees⁸ unfolding chairs and chasing the rowdy kids from Lenox⁹ as if they had no right to be there. The big guys with their caps on backwards, leaning against the fence swirling the basketballs on the tips of their fingers, waiting for all these crazy people to clear out the park so they can play. Most of the kids in my class are carrying bass drums and glockenspiels and flutes. You'd think they'd put in a few bongos or something for real like that.

190

Then here comes Mr. Pearson with his clipboard and his cards and pencils and whistles and safety pins and fifty million other things he's always dropping all over the place with his clumsy self. He sticks out in a crowd because he's on stilts. We used to call him Jack and the Beanstalk to get him mad. But I'm the only one that can outrun him and get away, and I'm too grown for that silliness now.

200

8. The people who work at the park are called **parkees**.

9. **Lenox** is a big street in Harlem.

REFLECT

Make Predictions About Plot

Who do you think will win the race, Squeaky or Gretchen? Why do you think so?

Possible answer: I think Squeaky will win the race.

She takes running very seriously. She practices all the time.



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help.

clumsy (klum' zē) *adj.* awkward



To Sum Up

- People are dressed nicely for the festival.
- Squeaky finds Mr. Pearson, the race official.

Raymond's Run

11

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word **clumsy** beginning at line 193. **Ask:** *What makes Mr. Pearson clumsy? (dropping things) Is Mr. Pearson graceful or awkward? (He is awkward.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about successful athletes I know about. I would imagine what they did to become winners, and how they felt about themselves and their abilities. I know that most successful athletes put all their time and energy into practicing.* Write the following sentence frame on the board to help students organize their thoughts.

I think ____ will win race, because ____ and ____.

English Language Learning Strategies

To help students monitor their comprehension and request assistance from their partners as they speak and answer: **Model** *If I do not understand the question or if I do not understand my partner, I can ask my partner questions.*

Write the following questions and sentence frames on the board. Then say them aloud and have student repeat after you.

I don't understand. What does ____ mean?

Could you please repeat more slowly?

To Sum Up

Beginning Read aloud the second bullet in the To Sum Up box. **Ask:** *Do you think Squeaky will let someone else win the race? Why or why not? (Squeaky will not let someone else win the race. She wants people to know she is the fastest runner.)*

A **periscope** lets people in a submarine to see above the surface of the water.

To Sum Up

- Squeaky gets her number for the race.
- Mr. Pearson asks Squeaky if she will let someone else win the race.

12

"Well, Squeaky," he says, checking my name off the list and handing me number seven and two pins. And I'm thinking he's got no right to call me Squeaky, if I can't call him Beanstalk.

"Hazel Elizabeth Deborah Parker," I correct him and tell him to write it down on his board.

"Well, Hazel Elizabeth Deborah Parker, going to give someone else a break this year?" I squint at him real hard to see if he is seriously thinking I should lose the race on purpose just to give someone else a break. "Only six girls 210 running this time," he continues, shaking his head sadly like it's my fault all of New York didn't turn out in sneakers. "That new girl should give you a run for your money." He looks around the park for Gretchen like a **periscope** in a submarine movie. "Wouldn't it be a nice gesture if you were . . . to ahhh . . ."

I give him such a look he couldn't finish putting that idea into words. Grownups got a lot of nerve sometimes. I pin number seven to myself and stomp away, I'm so burnt.

And I go straight for the track and stretch out on the grass 220 while the band winds up with "Oh, the Monkey Wrapped His Tail Around the Flag Pole," which my teacher calls by some other name. The man on the loudspeaker is calling everyone over to the track and I'm on my back looking at the sky, trying to pretend I'm in the country, but I can't, because even grass in the city feels hard as sidewalk, and there's just no pretending you are anywhere but in a "concrete jungle" as my grandfather says.

The twenty-yard dash takes all of two minutes cause

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A2.

most of the little kids don't know no better than to run off the track or run the wrong way or run smack into the fence and fall down and cry. One little kid, though, has got the good sense to run straight for the white ribbon up ahead so he wins. Then the second-graders line up for the thirty-yard dash and I don't even bother to turn my head to watch cause Raphael Perez always wins. He wins before he even begins by psyching¹⁰ the runners, telling them they're going to trip on their shoelaces and fall on their faces or lose their shorts or something, which he doesn't really have to do since he is very fast, almost as fast as I am. After that is the forty-yard dash which I used to run when I was in first grade. Raymond is hollering from the swings cause he knows I'm about to do my thing cause the man on the loudspeaker has just announced the fifty-yard dash, although he might just as well be giving a recipe for angel food cake cause you can hardly make out what he's sayin for the **static**. I get up and slip off my sweat pants and then I see Gretchen standing at the starting line, kicking her legs out like a **pro**. Then as I get into place I see that ole Raymond is on line on the other side of the fence, bending down with his fingers on the ground just like he knew what he was doing. I was going to yell at him but then I didn't. It burns up your energy to holler.

Every time, just before I take off in a race, I always feel like I'm in a dream, the kind of dream you have when you're sick with fever and feel all hot and weightless. I dream I'm flying over a sandy beach in the early morning

Vocabulary

static (stat' ik) *n.* hissing or crackling sounds, such as those from a microphone

10. **Psyching** the runners means scaring them.

230



Literary Element

Plot What part of the plot is this? Check one.

- ☒ climax
☐ exposition
☐ resolution

hollering (hol' or ing) *v.*
 screaming or crying out



Pro is short for "professional."

To Sum Up

- Squeaky gets ready to run the 50-yard dash.
- Squeaky sees Gretchen standing at the starting line.
- Squeaky sees Raymond pretending to get ready to run the race.

Raymond's Run

13

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word *hollering* in line 241. **Ask:** *Why is Raymond hollering? (It's time for his sister to run and he's excited.)*

Literary Element Plot

If students have difficulty responding, ask them to name the main event that is taking place on this page. (*Squeaky and Gretchen are getting ready to race.*) Remind students that exposition introduces characters and situations; rising action leads up to the climax, or most important event, of a story; and resolution is the story's final outcome. **Ask:** *Is the race is part of the rising action? (yes) What does the rising action lead to? (the climax) What do you think will be the climax of the story? (the race)*

Differentiated Instruction

Clarify the Text Help students understand what happens as Squeaky prepares for the race.

Beginning Have students work in pairs to read the To Sum Up box. **Ask:** *What two things does Squeaky see as she gets ready to run the race? (Gretchen standing at the starting line, Raymond pretending to get ready to run)*

Intermediate Remind students that Squeaky's race is about to begin. Ask students to state in short phrases what they think Raymond will do when the race begins. Have students complete the sentence, "When the race begins, I think Raymond will ____."

Advanced Ask volunteers to read aloud the sentence that begins on line 235. **Ask:** *Why do you think Raphael Perez tries to scare the other runners? (because he wants them to lose their focus on the race) Then have students discuss how they would feel if Raphael were "psyching" them.*

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *crouch*. Point out that Squeaky's fingers are "in the dirt" as she gets ready to start the race. Invite a volunteer to demonstrate Squeaky's crouch as he or she imagines it. Have a student read aloud the word and definition for *glance*. **Ask:** *Why does Squeaky glance to her left? (She wants to look quickly to see if any of the other runners are close to her.) Does she see anyone to her left? (no)*

Comprehension Check

Ask students to share their answers. **Ask:** *Why do you think Squeaky almost stops when she sees Raymond running? (She has never seen him run before. She is very surprised.)*

crouch (krouch) v. lower one's body close to the ground



glance (glans) v. look at quickly



Comprehension Check

Underline what Squeaky almost does when she sees Raymond running.

To Sum Up

- ▶ Squeaky and Gretchen run the race.
- ▶ Squeaky watches Raymond running quickly on the other side of the fence.

14

sun, kissing the leaves of the trees as I fly by. And there's always the smell of apples, just like in the country when I was little and used to think I was a choo-choo train, running through the fields of corn and chugging up the hill to the orchard. And all the time I'm dreaming this, I get lighter and lighter until I'm flying over the beach again, getting blown through the sky like a feather that weighs nothing at all. But once I spread my fingers in the dirt and crouch over the Get on Your Mark, the dream goes and I am solid again and am telling myself, Squeaky you must win, you must win, you are the fastest thing in the world, you can even beat your father up Amsterdam if you really try. And then I feel my weight coming back just behind my knees then down to my feet then into the earth and the pistol shot explodes in my blood and I am off and weightless again, flying past the other runners, my arms pumping up and down and the whole world is quiet except for the crunch as I zoom over the gravel in the track. I glance to my left and there is no one. To the right, a blurred Gretchen, who's got her chin jutting out as if it would win the race all by itself. And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style, and it's the first time I ever saw that and I almost stop to watch my brother Raymond on his first run. But the white ribbon is bouncing toward me and I tear past it, racing into the distance till my feet with a mind of their own start digging up footfuls of dirt and brake me short. Then all the kids standing on the side pile on me, banging me on the back

Differentiated Instruction

Clarify the Text Help students understand what happens during the race.

Beginning Read aloud the second bullet in the To Sum Up box. Explain that this is the first time Squeaky has ever seen Raymond race. **Ask:** *Do you think Squeaky is surprised to see her brother running? Explain. (Yes, I think Squeaky is surprised because Raymond usually plays while she practices.)*

Intermediate Remind students that Squeaky and Gretchen each think they are going to win the race. Ask students to state in short phrases how they would feel if they were competing in a very close race.

Advanced Explain that Raymond has never tried to race before. Ask volunteers to read aloud the sentence that begins on line 277. Then have students explain what Squeaky is feeling when she sees Raymond run.

and slapping my head with their May Day programs, for I have won again and everybody on 151st Street can walk tall for another year.

"In the first place . . ." the man on the loudspeaker is clear as a bell now. But then he pauses and the loudspeaker starts to whine. Then static. And I lean down to catch my breath and here comes Gretchen walking back, for she's **overshot** the finish line too, huffing and puffing with her hands on her hips taking it slow, breathing in steady time like a real pro and I sort of like her a little for the first time.

"In first place . . ." and then three or four voices get all mixed up on the loudspeaker and I dig my sneaker into the grass and stare at Gretchen who's staring back, we both wondering just who did win. I can hear old Beanstalk arguing with the man on the loudspeaker and then a few others running their mouths about what the stopwatches say. Then I hear Raymond yanking at the fence to call me and I wave to shush him, but he keeps rattling the fence

290

300

Overshot means "ran past."

REFLECT

Make Predictions About Plot

Squeaky almost stops to watch Raymond run. Do you think this will affect who wins the race? Explain.

Possible answer: I think that Squeaky will be the winner. The crowd thinks she has won. Squeaky hesitates when she sees her brother running behind the fence, but I think she is fast enough to win anyway.



Talk about your answer with a partner.

To Sum Up

- Squeaky and Gretchen wait for the winner to be announced.
- Squeaky starts to like Gretchen for being serious about running.

Raymond's Run

15

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about what the story told me about Squeaky. I know that winning the race is very important to her. Because winning is so important to Squeaky, and because she is so confident, I don't think that watching Raymond run will affect who wins the race.* Write the following sentence frame on the board to help students organize their thoughts:

____ is very important to Squeaky. I think Squeaky will ____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 14 and 15, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 14 and 15, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.



Comprehension Check

What does Squeaky realize about Raymond?

Squeaky realizes that

Raymond would make a

very good runner.

To beat the band means "a lot," or "in a really big way."

Bugged means "bothered."

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *How do you know what Squeaky realizes about Raymond? (She says "Raymond would make a very fine runner. She says Raymond is "a great runner in the family tradition.")*

Academic Vocabulary

On the board, write the following sentence: "After she ran the May Day race, Squeaky's perspective on her future changed." Underline the word *perspective*. Explain to students that **perspective** means "a way of seeing or thinking about things." Have students think about a time when their perspective, or way of seeing things, changed. **Ask:** *What caused the change in your perspective?*

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements from pages 13–16. Then have students work together to discuss what they think Squeaky has learned. Provide the following sentence frame for students to complete.

Squeaky has learned ____ and ____.

(Squeaky decides that Raymond would be a good runner and running is something he could do well by himself.)

like a gorilla in a cage like in them gorilla movies, but then like a dancer or something he starts climbing up nice and easy but very fast. And it occurs to me, watching how smoothly he climbs hand over hand and remembering how he looked running with his arms down to his side and with the wind pulling his mouth back and his teeth showing and all, it occurred to me that Raymond would make a very fine runner. Doesn't he always keep up with me on my trots?

And he surely knows how to breathe in counts of seven cause he's always doing it at the dinner table, which drives my brother George up the wall. And I'm smiling **to beat the band** cause if I've lost this race, or if me and Gretchen tied, or even if I've won, I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion. After all, with a little more study I can beat Cynthia and her phony self at the spelling bee. And if I

bugged my mother, I could get piano lessons and become a star. And I have a big rep as the baddest thing around. And I've got a roomful of ribbons and medals and awards. But what has Raymond got to call his own?

So I stand there with my new plans, laughing out loud by this time as Raymond jumps down from the fence and runs over with his teeth showing and his arms down to the side, which no one before him has quite mastered as a running style. And by the time he comes over I'm jumping up and down so glad to see him—my brother Raymond, a great runner in the family tradition. But of course everyone thinks I'm jumping up and down because

To Sum Up

- ▶ Raymond climbs over the fence.
- ▶ Squeaky decides that Raymond would be a very good runner.
- ▶ Running is something that Raymond could do well by himself.

16

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A2.

the men on the loudspeaker have finally gotten themselves together and compared notes and are announcing "In first place—Miss Hazel Elizabeth Deborah Parker." (Dig that.) "In second place—Miss Gretchen P. Lewis." And I look over at Gretchen wondering what the "P" stands for. And I smile. Cause she's good, no doubt about it. Maybe she'd like to help me coach Raymond; she obviously is serious about running, as any fool can see. And she nods to congratulate me and then she smiles. And I smile. We stand there with this big smile of respect between us. It's about as real a smile as girls can do for each other, considering we don't practice real smiling every day, you know, cause maybe we too busy being flowers or fairies or strawberries instead of something honest and worthy of respect . . . you know . . . like being people.

340

congratulate (kən grach' ə lāt') v.
tell someone you are happy that
they have done well



Literary Element

Plot Underline the resolution of the story.

To Sum Up

- Squeaky wins first prize.
- Gretchen congratulates Squeaky.
- Squeaky and Gretchen smile at each other.

Raymond's Run

17

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *congratulate*. **Ask:** Why does Gretchen congratulate Squeaky for winning? (She respects Squeaky's ability and she knows Squeaky won fairly.)

Literary Element Plot

If students have difficulty responding: **Ask:** The conflict in the story is between which two characters? (*Squeaky and Gretchen*) How does the conflict end? (*Squeaky wins the race.*) When does the relationship between these two characters change? (*after the race, when they smile at each other*)

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about Squeaky and Raymond.
2. How do Squeaky and Gretchen act toward each other when they meet?
3. What is the climax of the story?
4. What does Squeaky decide about Raymond?
5. What happens after the race?

Vocabulary Check

A. Match the vocabulary words to the correct pictures.

clumsy

congratulate

hollering

trot



1. trot



2. hollering



3. congratulate



4. clumsy

B. Circle the letter of the best example of the word.

5. **squeaky**

- ☒ a. a rusty metal gate opening
- b. a hammer hitting a nail
- c. a car starting

6. **glance**

- a. a girl staring at a boy
- ☒ b. a boy noticing a girl as she runs by
- c. a boy watching TV

7. **grateful**

- ☒ a. a girl thanking her mother
- b. a girl crying and running away
- c. a girl frowning at a new toy

8. **crouch**

- a. an outfielder jumping to catch a baseball
- ☒ b. a catcher bent down to catch
- c. a pitcher throwing a baseball

C. Read each word at the left. Think about what the word means in "Raymond's Run." Circle the word that has almost the same meaning.

9. **liable**

probably

always

never

sometimes

10. **sidekick**

enemy

leader

friend

stranger

11. **static**

radio

music

noise

squeak

12. **reputation**

front

name

biography

picture

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

Grammar Link

BLM

The Present Perfect Tense of Be: *For* and *Since*

Prepare students to complete the activity master on page A4. On the board, write the following example: "Squeaky has been at the track for two hours." Explain that we use *for* to talk about a length of time, and we use *since* to talk about when a period of time began. Point out that in this example we form the present perfect tense with *has* and the past participle of the verb *be* (*been*). Explain that "for two hours" shows how long Squeaky has been at the track.

After You Read



Comprehension Check

A. Answer the questions below.

1. What does Squeaky like to do? run
2. Who does Squeaky take care of? her brother Raymond
3. Who does Squeaky race against? Gretchen
4. Who wins the race? Squeaky
5. What does Squeaky learn about Raymond? Raymond is a very good runner.

B. Read each sentence. Write what part of the plot each sentence is an example of.

exposition	rising action	climax	falling action	resolution
6. <u>resolution</u>				Squeaky and Gretchen smile at each other after the race.
7. <u>rising action</u>				Squeaky meets Gretchen and her friends on the street.
8. <u>exposition</u>				Squeaky introduces herself to the reader.
9. <u>falling action</u>				Raymond climbs over the fence after the race.
10. <u>climax</u>				Squeaky runs the race.

C. Think about the story. Then complete the paragraph.

The main characters of "Raymond's Run" are Squeaky, Raymond and Gretchen. Squeaky doesn't have to do much housework because she takes care of her brother Raymond. People are sometimes mean to Raymond. The main problem in the story is between Squeaky and Gretchen. Squeaky doesn't like Gretchen because Gretchen says she will win the race. After the race, Squeaky and Gretchen resolve their fight. Squeaky and Gretchen learn to respect each other.

Comprehension Check

B. Intermediate

Write the five parts of a plot on the board. Invite volunteers to describe what makes up each part. Remind students that *exposition* only includes introductory information, not all descriptions of main characters and events; and that the *climax* is not necessarily the last thing that happens in the story. Encourage students to return to the text to refresh their memory.

Writing Link

Postcard

Students should think about how they would describe something important in a small amount of space. Have students select three or four key events from the story. Then have students write a sentence to describe each one as if they were writing on a postcard. Invite volunteers to read their postcards aloud.



Role Play a Victory Speech

Imagine you are Squeaky. You have just won the May Day race. Now you have to give a speech. Complete the sentences below. Use details from the story to help you write your victory speech.

Hello everyone!

I am so excited I won the race again. I knew I would. I've worked very hard to become a fast runner. To practice for the fifty-yard dash, I pranced down the street to keep my knees strong, I never walked if I could trot, and I spent a lot of time working on my breathing .

I would like to congratulate Gretchen for running a great race. Even though she didn't win, she tried hard .

More importantly, I would like to let everyone know that next year Raymond will be running the race. Some people like to make fun of him, but you should know that he's a very good runner .

Thank you and have a great day!

Squeaky



8.6 Understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.



The Medicine Bag

by Virginia Driving Hawk Sneve



The Medicine Bag

21

Oral Language

Build Background

Read the title and author. Explain that students will read “The Medicine Bag” by Virginia Driving Hawk Sneve, an author who grew up on a Native American reservation in South Dakota.

Ask: *What does medicine mean? (something you take that helps you get better) What do you think a medicine bag might be? (a bag that holds different kinds of medicine)*

Talk About the Short Story

Explain that the story is about a boy whose great-grandfather gives him a medicine bag as part of a Native American tradition.

Beginning **Ask:** *Have you ever had something passed down or given to you from a grandparent or older relative? (yes/no)*

Intermediate Ask students to imagine themselves as grandparents in the future. Have them discuss the things that they might want to pass down to their children and grandchildren. Provide the following sentence frame:

When I get older, I would like to give to my children or grandchildren ____.

Advanced/Advanced High Have students discuss the different things that can be passed down from generation to generation. Ask questions, such as: *Do families from different cultures pass down different things?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Vowel /ō/

Literary Element

- Character

Reading Strategy

- Make Inferences About Characters

Writing Link

- Character Sketch

Fluency

- Expression and Intonation: Dialogue

Comprehension

- Venn Diagram BLM

Word Study

- Prefixes and Suffixes BLM

Grammar Link

- Adjectives and Adverbs BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™
A Skill-Based Language Arts Game

BLM

BLM



Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Short Story. Make a list on the board, numbered 1–3. **Model** *My family always has a picnic on the Fourth of July. My family always passes out money in red envelopes on Chinese New Year.* Model writing your responses on the list, and have volunteers suggest other responses. Then have individuals make their own lists.

Literary Element Character

Read aloud the Literary Element. Then choose a famous story, like “Snow White and the Seven Dwarfs.” Have students name the different characters from the story. Write the characters’ names on the board as students say them. Explain that static characters stay the same and dynamic characters grow and change. Then discuss whether each character is static or dynamic. Write “static” or “dynamic” next to each character’s name on the board.

Reading Strategy Make Inferences About Characters

Read aloud the Reading Strategy. Tell students that they should make inferences about characters to understand why characters do the things they do. Choose a character from a famous story. Help students make inferences about the character. **Model** *What kind of person is the queen in “Snow White”? What clues tell you what she might do to Snow White?*

Connect to the Short Story

A tradition is a custom or belief in a family. What traditions does your family have? Make a list. Then share your list with a partner.

1. Possible answer: holiday meals
2. _____
3. _____

Literary Element Character

A **character** is a person or an animal in a story. There are two types of characters, dynamic and static. **Dynamic characters** change. **Static characters** stay the same. For example, a character may be mean at the beginning of the story. Then something happens to make the character nice. This character is dynamic.

Main characters are often dynamic characters. Readers learn many details about how they look and feel, what they do, and how they change.

Reading Strategy Make Inferences About Characters

When you **make inferences** about characters you use clues in the story to figure out something that the writer does not tell you. This can make the story more interesting.

To make inferences, pay attention to what the character says and does. Notice what others say about the character, too. For example, if a character seems nice, but other characters do not like him, you might infer that he is bad.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

authentic (ô then' tik) *adj.* real; not fake
The paintings in the museum are authentic.
 > Cognate (Spanish) **auténtico(a)**

stately (stât' lē) *adj.* impressive
The president looks stately when he talks.

embrace (em brās') *v.* to hold close
I embrace my grandfather when he arrives.

sheepishly (shēp' ish lē) *adv.* with embarrassment
The student apologized sheepishly when he was late to class.

Content Vocabulary

glamorous (glam' ar əs) *adj.* exciting and attractive
The movie star wore a glamorous dress.
 > Cognate (Spanish) **glamroso(a)**



commotion (kə mo' shən) *n.* a loud disturbance
Alexi caused a commotion when she dropped a tray.
 > Cognate (Spanish) **conmocion**



fatigue (fə tēg') *n.* feeling of being very tired
The runner showed fatigue when he stopped at mile ten.
 > Cognate (Spanish) **fatiga**



descendants (di sen' dānts) *n.* the children and grandchildren of a person
My brother and I are descendants of our parents.
 > Cognate (Spanish) **descendientes**



burden (bər' dān) *n.* a stress or difficulty
Working two jobs was a burden for Lucy.



excuses (iks kūs' əs) *n.* reasons
The boys gave excuses for how the vase broke.
 > Cognate (Spanish) **excusas**



sacred (sā krid) *adj.* holy or very important
He felt very calm when he visited the sacred place.
 > Cognate (Spanish) **sagrado(a)**



protection (prə tek' shən) *n.* a guard against danger
The shelter offered protection from the strong winds.
 > Cognate (Spanish) **protección**



For more practice, see page 255.

The Medicine Bag

23

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **authentic**, it is real.
Example: You can tell that is an *authentic* leather jacket by looking at the label. **Ask:** What is another example of something that is authentic?

EXAMPLE

When something is **stately**, it looks impressive.
The Clarks lived in an old and stately mansion.
 Describe something you have seen that is stately.

DESCRIPTION

When you **embrace** something, you hold it close or hug it. *I will embrace my mother before I leave for the airport.* What is one reason to embrace someone? **EXPLANATION**

Continue the process with *sheepishly*.

Content Vocabulary

She bought a **glamorous** dress to wear to the big party. *The actress looked glamorous as she walked down the red carpet.* How is something *glamorous* the same as something *beautiful*?

SYNONYM

A **commotion** is a lot of noise and activity. *The famous football player caused a commotion when he stopped to sign autographs.* How are the words *commotion* and *noise* alike? How are they different? **COMPARE AND CONTRAST**

You might feel **fatigue** if you try to do too much while you are sick. *He felt fatigue after moving heavy boxes all day.* Describe what fatigue would feel like. **DESCRIPTION**

Continue the process with *descendants*, *burden*, *excuses*, *sacred*, and *protection*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 255.

Phonics

Long Vowel /ō/

Tell students they are going to practice pronouncing and identifying the long vowel sound /ō/. Tell them that /ō/ can be spelled a number of ways. Point out vocabulary words with /ō/ spelled *o* (*commotion*, *protection*) and write them on the board. Slowly pronounce the words, and have students pay attention to the shape your mouth makes as you say the /ō/ sound. Then have students say each word. Ask students to find other words with the long vowel sound /ō/ spelled *o* on pages 25 (*Dakota*, *cold*, *old*), 29 (*lonely*, *noticed*, *policeman*), and 30 (*stolen*, *only*, *almost*). Briefly explain their meanings and have students repeat them.

The /ō/ sound can also be spelled with the vowel combinations *oa*, *ow*, *ough*, or *o_e*, as in *road*, *blow*, *dough*, and *close*. Have students find words in the selection for each vowel combination and make a written list of the words they find.



The Medicine Bag

Interactive Question-Response

Background Information

Read the note aloud. Ask students to think about what it might be like to live on a reservation.

Ask: *What do you already know about Native American reservations and Native American culture?*

Content Vocabulary

Read aloud the words and definitions. Ask students to name a person or a type of person who is glamorous. **Model** *I think movie actors are usually glamorous. They always look attractive in movies and magazines. Many people are interested in them.*

Selection Vocabulary

Have a student read the words and definitions aloud. Then have a student read aloud the sentence containing the vocabulary word **authentic**. **Ask:** *What were the authentic Sioux items that the narrator and his sister had? (moccasins, a drum)* Read aloud the sentence containing the vocabulary word **stately**. **Ask:** *Why wasn't Grandpa stately? (Grandpa was not tall and his hair was not in braids.)*

Background Information

A **reservation** is land that the U.S. government set aside for Native Americans. In the 1800s, they forced Native Americans to move from their own land to reservations.

glamorous (glam' or əs) *adj.*
exciting and attractive



To Sum Up

- ▶ The narrator and his sister tell stories about their Sioux grandpa.
- ▶ They do not show pictures of their grandpa.

My kid sister Cheryl and I always bragged about our Sioux grandpa, Joe Iron Shell. Our friends, who had always lived in the city and only knew about Indians from movies and TV, were impressed by our stories. Maybe we exaggerated and made Grandpa and the reservation sound glamorous, but when we'd return home to Iowa after our yearly summer visit to Grandpa we always had some exciting tale to tell.

We always had some **authentic** Sioux article to show our listeners. One year Cheryl had new moccasins¹ that Grandpa had made. On another visit he gave me a small, round, flat, rawhide drum which was decorated with a painting of a warrior riding a horse. He taught me a real Sioux chant² to sing while I beat the drum with a leather-covered stick that had a feather on the end. Man, that really made an impression.

We never showed our friends Grandpa's picture. Not that we were ashamed of him, but because we knew that the glamorous tales we told didn't go with the real thing. Our friends would have laughed at the picture, because Grandpa wasn't tall and **stately** like TV Indians. His hair wasn't in braids, but hung in stringy, gray strands on his

Vocabulary

authentic (ô then' tik) *adj.* real; not fake
stately (stât' lê) *adj.* impressive or dignified

1. **Moccasins** are leather shoes traditionally worn by some Native Americans.
2. A **chant** is a simple song with a single melody.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A5.



tipi

neck and he was old. He was our great-grandfather, and he didn't live in a **tipi**, but all by himself in a part log, part tar-paper shack on the Rosebud Reservation in South Dakota. So when Grandpa came to visit us, I was so ashamed and embarrassed I

could've died.

There are a lot of yippy³ poodles and other fancy little dogs in our neighborhood, but they usually barked singly at the mailman from the safety of their own yards. Now it sounded as if a whole pack of mutts were barking together in one place.

I got up and walked to the curb to see what the commotion was. About a block away I saw a crowd of little kids yelling, with the dogs yipping and growling around someone who was walking down the middle of the street.

I watched the group as it slowly came closer and saw that in the center of the strange procession⁴ was a man wearing a tall black hat. He'd pause now and then to peer at something in his hand and then at the houses on either side of the street. I felt cold and hot at the same time as I recognized the man. "Oh, no!" I whispered. "It's Grandpa!"

I stood on the curb, unable to move even though I wanted to run and hide. Then I got mad when I saw how the yippy dogs were growling and nipping at the old man's baggy pant legs and how wearily he poked them away with his cane. "Stupid mutts," I said as I ran to rescue Grandpa.

When I kicked and hollered at the dogs to get away, they put their tails between their legs and scattered. The kids ran to the curb where they watched me and the old man.

3. **Yippy** means "barking sharply."

4. A **procession** is an orderly march.

commotion (kə mō' shən) *n.* a loud disturbance



Comprehension Check

Reread the boxed text.
Underline what the narrator sees when he walks to the curb.

To Sum Up

- The narrator sees his grandpa walking down the street and is ashamed.
- All the kids watch grandpa.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for **commotion**. **Ask:** *How would you describe the commotion that the narrator sees in the street? (There is a man in the street with dogs and kids following him and yelling.)*

Comprehension Check

Have students identify words in the text that they underlined. **Ask:** *How does the narrator feel about what he sees? (He feels embarrassed and mad.)*

Interactive Question-Response

Literary Element Character

If students have difficulty responding: **Model** *If a character is static, that character doesn't change during the story. If a character is dynamic, that character will show some changes as the story takes place. A dynamic character is usually a main character, and you will learn a lot about what that character is feeling and thinking. Guide them to look for words or phrases that show this.*

Ask: *How do the narrator's feelings change? (He is really embarrassed to see his grandpa, but then he feels like crying when he sees how old and tired his grandpa is.)*

Content Vocabulary

Read aloud the word and definition for *fatigue*.

Ask: *Why might Grandpa feel fatigue? (because he walked a long distance, because he is sick, because he is old)*

Selection Vocabulary

Have a student read aloud the word and the definition. Then have the student read aloud the sentence containing the vocabulary word *embrace*. **Ask:** *Who goes to embrace Grandpa? (the narrator's mother) Why does she stop herself before she embraces Grandpa? (She remembers that it is not what the Sioux people usually do.)*



Literary Element

Character How do the narrator's feelings change as he sees Grandpa? Write the words that tell you below. Is the narrator a dynamic or static character?

Possible answer: I felt like

crying. Dynamic

fatigue (fə tēg') *n.* feeling of being very tired



To Sum Up

- ▶ The narrator and Grandpa greet each other.
- ▶ The narrator feels sad when he sees that Grandpa is old and tired.

26

"Grandpa," I said and felt pretty dumb when my voice cracked. I reached for his beat-up old tin suitcase, which was tied shut with a rope. But he set it down right in the street and shook my hand.

"Hau, Tākoza, Grandchild," he greeted me formally in Sioux.

60 All I could do was stand there with the whole neighborhood watching and shake the hand of the leather-brown old man. I saw how his gray hair straggled from under his big black hat, which had a drooping feather in its crown. His rumpled black suit hung like a sack over his stooped frame. As he shook my hand, his coat fell open to expose a bright-red, satin⁵ shirt with a beaded bolo tie under the collar. His getup wasn't out of place on the reservation, but it sure was here, and I wanted to sink right through the pavement.

70 "Hi," I muttered with my head down. I tried to pull my hand away when I felt his bony hand trembling, and looked up to see fatigue in his face. I felt like crying. I couldn't think of anything to say so I picked up Grandpa's suitcase, took his arm, and guided him up the driveway to our house.

Mom was standing on the steps. I don't know how long she'd been watching, but her hand was over her mouth and she looked as if she couldn't believe what she saw. Then she ran to us.

80 "Grandpa," she gasped. "How in the world did you get here?"

She checked her move to **embrace** Grandpa and I remembered that such a display of affection is unseemly to the Sioux and would embarrass him.

Vocabulary

embrace (em brās') *v.* to hold close.

5. **Satin** is a type of smooth, shiny cloth.

"Hau, Marie," he said as he shook Mom's hand. She smiled and took his other arm.

As we supported him up the steps the door banged open and Cheryl came bursting out of the house. She was all smiles and was so obviously glad to see Grandpa that I was ashamed of how I felt.

"Grandpa!" she yelled happily. "You came to see us!"

Grandpa smiled and Mom and I let go of him as he stretched out his arms to my ten-year-old sister, who was still young enough to be hugged.

"Wicincala, little girl," he greeted her and then collapsed.

He had fainted. Mom and I carried him into her sewing room, where we had a spare bed.

After we had Grandpa on the bed Mom stood there helplessly patting his shoulder.

"Shouldn't we call the doctor, Mom?" I suggested, since she didn't seem to know what to do.

REFLECT

Make Inferences About Characters

Why is Martin ashamed when Cheryl is happy to see Grandpa?

He is embarrassed about his reaction to Grandpa.



Talk about your answer with a partner.

To Sum Up

- Cheryl is excited to see Grandpa.
- Grandpa faints.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about what I already know about Martin. He is embarrassed by how his Grandpa looks and behaves. He is a teenage boy. He might not be comfortable showing a lot of emotion or hugging his family, especially in public. But he also is able to see that his sister behaves differently.*

Provide this sentence frame to help students organize their thoughts:

Martin might be ashamed because ____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 26 and 27, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 26 and 27, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Differentiated Instruction

Clarify the Text Support students in understanding how Martin feels when Grandpa arrives at their house.

Beginning These students may not understand why Cheryl is excited to see Grandpa and the narrator feels ashamed when he sees Grandpa. Explain that the narrator is afraid his friends will make fun of how his Grandpa looks. Cheryl is not worried about this. **Ask:** *Which character's feelings are the most like yours?*

Intermediate Explain that in some cultures, it is not appropriate to hug past a certain age. The author says that Martin's mom does not hug Grandpa because it is "unseemly to the Sioux and would embarrass him," but because Cheryl is only ten years old, she can still be hugged. Invite volunteers to share a tradition from their culture that they do not see in the United States.

Advanced Help these students find the text that explains how Martin feels about his sister's display of affection. Ask volunteers to restate these lines in their own words.

Interactive Question-Response

Content Vocabulary

Read aloud the word and the definition for *descendants*. **Ask:** *Who are you a descendant of? (my mother, my father, my grandparents) Who will be your descendants? (my children and my grandchildren)*

Literary Element Character

Ask students to share their answers. **Ask:** *Is the doctor a main character in the story? (no) Do you know a lot about the doctor's feelings or thoughts? (no)*

To Sum Up

Intermediate

Have students work in pairs to reread all the To Sum Up statements from pages 24–28. Then have them work together to decide which three events are the most important to understanding the story so far.

Provide the following sentence frame for students to complete:

The most important events are ____, ____, and ____.

(The most important events are that Grandpa comes to visit Martin's family, Martin is embarrassed to see Grandpa, and Grandpa faints.)



Literary Element

Character Is the doctor a static or a dynamic character? Why?

The doctor is static because

he doesn't change.

descendants (di sen'dants) *n.* the children and grandchildren of a person



To Sum Up

- Grandpa is sick.
- The narrator, Martin, takes care of Grandpa.
- Martin finds money in Grandpa's boots.

28

"Yes," she agreed with a sigh. "You make Grandpa comfortable, Martin."

I reluctantly moved to the bed. I knew Grandpa wouldn't want to have Mom undress him, but I didn't want to, either. He was so skinny and frail that his coat slipped off easily. When I loosened his tie and opened his shirt collar, I felt a small leather pouch⁶ that hung from a thong⁷ around his neck. I left it alone and moved to remove his boots. The scuffed old cowboy boots were tight and he moaned as I put pressure on his legs to jerk them off.

I put the boots on the floor and saw why they fit so tight. Each one was stuffed with money. I looked at the bills that lined the boots and started to ask about them, but Grandpa's eyes were closed again.

Mom came back with a basin⁸ of water. "The doctor thinks Grandpa is suffering from heat exhaustion,"⁹ she explained as she bathed Grandpa's face. Mom gave a big sigh, "Oh *hinh*, Martin. How do you suppose he got here?"

We found out after the doctor's visit. Grandpa was angrily sitting up in bed while Mom tried to feed him some soup.

"Tonight you let Marie feed you, Grandpa," spoke my dad, who had gotten home from work just as the doctor was leaving. "You're not really sick," he said as he gently pushed Grandpa back against the pillows. "The doctor said you just got too tired and hot after your long trip."

Grandpa relaxed, and between sips of soup he told us of his journey. Soon after our visit to him Grandpa decided that he would like to see where his only living descendants

6. A **pouch** is a type of bag often made from animal skin.

7. A **thong** is a small strip piece of leather or other material that can be used like a string.

8. A **basin** is a type of bowl used to hold water.

9. **Heat exhaustion** is when you are sick from being in the sun too long.

Word Study

BLM

Prefixes and Suffixes

Point out the words *undress*, *angrily*, and *descendants* in the selection text on page 28. Demonstrate how these words have prefixes and suffixes attached to them by writing the words on the board, circling the roots and underlining the prefixes and suffixes. Explain to students how to use prefixes and suffixes to figure out meanings. For examples, *un-* is a prefix that means "not," so *undress* means "to not be dressed." Continue with *angrily* and *descendants*. Then have students practice these prefixes and suffixes by completing the activity on page A6.

lived and what our home was like. Besides, he admitted **sheepishly**, he was lonesome after we left.

I knew everybody felt as guilty as I did—especially Mom. Mom was all Grandpa had left. So even after she married my dad, who's a white man and teaches in the college in our city, and after Cheryl and I were born, Mom made sure that every summer we spent a week with Grandpa.

I never thought that Grandpa would be lonely after our visits, and none of us noticed how old and weak he had become. But Grandpa knew and so he came to us. He had ridden on buses for two and a half days. When he arrived in the city, tired and stiff from sitting for so long, he set out, walking, to find us.

He had stopped to rest on the steps of some building downtown and a policeman found him. The cop, according to Grandpa, was a good man who took him to the bus stop and waited until the bus came and told the driver to let Grandpa out at Bell View Drive. After Grandpa got off the bus, he started walking again. But he couldn't see the house numbers on the other side when he walked on the sidewalk so he walked in the middle of the street. That's when all the little kids and dogs followed him.

I knew everybody felt as bad as I did. Yet I was proud of this 86-year-old man, who had never been away from the reservation, having the courage to travel so far alone.

"You found the money in my boots?" he asked Mom.

"Martin did," she answered, and roused¹⁰ herself to scold. "Grandpa, you shouldn't have carried so much

Vocabulary

sheepishly (shē' pish lē) *adv.* with embarrassment

10. **Roused** means "caused action or emotion"



Comprehension Check

Martin feels guilty that Grandpa travels alone. How else does Martin feel about Grandpa's trip?

- ☐ jealous that Grandpa travels alone
- ☒ proud that Grandpa has the courage to travel alone
- ☐ mad that Grandpa travels alone

To Sum Up

- Grandpa says he felt lonely after their last visit.
- The family feels sad, but proud of Grandpa.

Interactive Question-Response

Comprehension Check

Have students identify the words or sentences in the text that support their answers. (*"Yet I was proud of this 86-year-old man, who had never been away from the reservation, having the courage to travel so far alone."*)

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *burden*. **Ask:** *What does Grandpa want to give the family so that he will not be a burden? (money for groceries) Does the family think Grandpa will be a burden? (No.)*

Academic Vocabulary

On this page, Martin's father tells Grandpa, "We are honored to have you with us and you will never be a burden." Explain that Martin's father is offering Grandpa **assurance** that he will not be a burden to the family. Have students use context clues to try and figure out the meaning of *assurance*. Then have them check their guesses in a dictionary.

burden (bər' den) *n.* a stress or difficulty



money. What if someone had stolen it from you?"

160 Grandpa laughed. "I would've known if anyone tried to take the boots off my feet. The money is what I've saved for a long time—a hundred dollars—for my funeral. But you take it now to buy groceries so that I won't be a burden to you while I am here."

"That won't be necessary, Grandpa," Dad said. "We are honored to have you with us and you will never be a burden. I am only sorry that we never thought to bring you home with us this summer and spare you the discomfort of a long trip."

170 Grandpa was pleased. "Thank you," he answered. "But do not feel bad that you didn't bring me with you for I would not have come then. It was not time." He said this in such a way that no one could argue with him. To Grandpa and the Sioux, he once told me, a thing would be done when it was the right time to do it and that's the way it was.

"Also," Grandpa went on, looking at me, "I have come because it is soon time for Martin to have the medicine bag."

180 We all knew what that meant. Grandpa thought he was going to die and he had to follow the tradition of his family to pass the medicine bag, along with its history, to the oldest male child.

"Even though the boy," he said still looking at me, "bears a white man's name, the medicine bag will be his."

I didn't know what to say. I had the same hot and cold feeling that I had when I first saw Grandpa in the street. The medicine bag was the dirty leather pouch I had found around his neck. "I could never wear such a thing," I almost

To Sum Up

- Grandpa tells Martin that he will give him the medicine bag.
- Grandpa thinks he is going to die.

30

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A5.

said aloud. I thought of having my friends see it in gym class, at the swimming pool, and could imagine the smart things they would say. But I just swallowed hard and took a step toward the bed. I knew I would have to take it.

But Grandpa was tired. "Not now, Martin," he said, waving his hand in dismissal, "it is not time. Now I will sleep."

So that's how Grandpa came to be with us for two months. My friends kept asking to come see the old man, but I put them off. I told myself that I didn't want them laughing at Grandpa. But even as I made excuses I knew it wasn't Grandpa that I was afraid they'd laugh at.

Nothing bothered Cheryl about bringing her friends to see Grandpa. Every day after school started there'd be a crew of giggling little girls or round-eyed little boys crowded around the old man on the patio, where he'd gotten in the habit of sitting every afternoon.

Grandpa would smile in his gentle way and patiently

REFLECT

Make Inferences About Characters

Martin imagines what it would be like to wear the medicine bag to school. What kind of "smart things" do you think Martin's friends would say?

I think Martin's friends will make fun of the dirty bag and say mean things.



PARTNERS Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.



Literary Element

Character How does Martin's character change in the story? Underline what Martin learns.

Follow along as your teacher leads the class in reading aloud the three full paragraphs on this page.

excuses (iks kūs' əs) *n.* reasons



To Sum Up

- Martin does not allow his friends to visit Grandpa.
- Martin thinks his friends will laugh at him.

Interactive Question-Response

Literary Element Character

Have students share what they underlined. Then have them discuss how Martin is feeling when he doesn't want his friends to meet Grandpa.

Ask: Why doesn't Martin want his friends to meet Grandpa? (Martin is afraid they will laugh at him.)

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word *excuses*.

Ask: Why is Martin making excuses? (He is making excuses to keep his friends from meeting Grandpa.) What is an excuse that he makes? (He doesn't want them to laugh at Grandpa.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** Martin is embarrassed by Grandpa because his ways are so different from what Martin is used to. Martin doesn't want people to laugh at Grandpa. Martin might feel the same way about the medicine bag. Write the following sentence frame on the board to help students organize their thoughts:

I think that Martin's friends will say that the medicine bag is ____ and that they might ____.

Fluency

Expression and Intonation: Dialogue

Intermediate Tell students that they will be doing a choral reading of the three full paragraphs on this page. Remind students to change their voices for different characters and to apply what they know about the character. Model reading the text at a moderate tempo. Then have all students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Tell students to join you in a shared reading. Direct students to follow along in their books as you read the three full paragraphs on this page. Have them notice how you change your voice for each character. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

Interactive Question-Response

To Sum Up

Beginning

Have students reread the To Sum Up statements from pages 29–32. Then ask them to predict what happens when Martin's friends meet Grandpa. Provide the following sentence frames for them to use:

I think that Martin's friends will _____. I think Grandpa will _____.

(I think that Martin's friends will like Grandpa's stories. I think Grandpa will be really nice to Martin's friends.)

To Sum Up

- Martin's friends visit.
- They are very polite.

32

answer their questions, or he'd tell them stories of brave warriors, ghosts, animals, and the kids listened in awed silence. Those little guys thought Grandpa was great.

210 Finally, one day after school, my friends came home with me because nothing I said stopped them. "We're going to see the great Indian of Bell View Drive," said Hank, who was supposed to be my best friend. "My brother has seen him three times so he oughta be well enough to see us."

When we got to my house Grandpa was sitting on the patio. He had on his red shirt, but today he also wore a fringed¹¹ leather vest that was decorated with beads. Instead of his usual cowboy boots he had solidly beaded moccasins on his feet that stuck out of his black trousers.

220 Of course, he had his old black hat on—he was seldom without it. But it had been brushed and the feather in the beaded headband was proudly erect, its tip a brighter white. His hair lay in silver strands over the red shirt collar.

I stared just as my friends did and I heard one of them murmur,¹² "Wow!"

Grandpa looked up and when his eyes met mine they twinkled as if he were laughing inside. He nodded to me and my face got all hot. I could tell that he had known all along I was afraid he'd embarrass me in front of my friends.

230 "Hau, hoksilas, boys," he greeted and held out his hand.

My buddies passed in a single file and shook his hand as I introduced them. They were so polite I almost laughed.

11. **Fringed** means "decorated with a border or trim."

12. **Murmur** means "to speak very softly."

Differentiated Instruction

Clarify the Text Support students in understanding Martin's feelings about his friends meeting Grandpa.

Beginning Remind students that Martin is embarrassed by his Grandpa and doesn't want his friends to laugh at him. Explain that Martin has been making excuses to keep his friends from meeting Grandpa. **Ask:** *What would you do if you were Martin?* Encourage students to gesture or act out their responses.

Intermediate Have these students complete these sentence frames: *When Hank says "We're going to see the great Indian of Bell View Drive," the narrator thinks _____. (that Hank is making fun of him) He is upset because _____. (he doesn't think that best friends should make fun of each other)*

Advanced Encourage students to reread the text that shows how Grandpa feels about meeting Martin's friends (*"Grandpa looked up and when his eyes met mine they twinkled as if he were laughing inside."*) Have volunteers restate these lines in their own words.

"How, there, Grandpa," and even a "How-do-you-do, sir."

"You look fine, Grandpa," I said as the guys sat on the lawn chairs or on the patio floor.

"*Hanh*, yes," he agreed. "When I woke up this morning it seemed the right time to dress in the good clothes. I knew that my grandson would be bringing his friends."

"You guys want some lemonade or something?" I offered. No one answered. They were listening to Grandpa as he started telling how he'd killed the deer from which his vest was made.

Grandpa did most of the talking while my friends were there. I was so proud of him and amazed at how respectfully quiet my buddies were. Mom had to chase them home at supper time. As they left they shook Grandpa's hand again and said to me:

"Martin, he's really great!"

"Yeah, man! Don't blame you for keeping him to yourself."

"Can we come back?"

But after they left, Mom said, "No more visitors for a while, Martin. Grandpa won't admit it, but his strength hasn't returned. He likes having company, but it tires him."

That evening Grandpa called me to his room before he went to sleep. "Tomorrow," he said, "when you come home, it will be time to give you the medicine bag."

I felt a hard squeeze from where my heart is supposed to be and was scared, but I answered, "OK, Grandpa."

All night I had weird dreams about thunder and



Comprehension Check

Why does Grandpa wear his good clothes?

He knew Martin would bring

his friends home and did not

want to embarrass him.

Interactive Question-Response

Comprehension Check

If students have difficulty responding: **Model** *Grandpa says that he knew Martin would bring his friends home that day. He put on all his best traditional Sioux clothes when he knew they were coming.*

To Sum Up

- Martin's friends respectfully listen to Grandpa.
- Grandpa tells Martin he will give him the medicine bag the next day.

Interactive Question-Response

Literary Element Character

Have students discuss how they know that Martin's mother and sister are static characters.

Ask: *Why are the mother and sister not very important characters in this story? (The story is about a Sioux tradition that is passed down only to men in the family.)*

Content Vocabulary

Have a student read aloud the word and definition for *sacred*. **Ask:** *Who is the sacred vision quest important to? (The vision quest is important to Grandpa's father and other members of the Sioux tribe.)*



Literary Element

Character There are not many details about Martin's sister and mother. Are they static or dynamic characters? Check one. Then tell why.

- ☒ static
☐ dynamic

Possible answer: They do not change in the story.

sacred (sā' krid) *adj.* holy or very important



To Sum Up

- Grandpa tells Martin a story about his father.

34

lightning on a high hill. From a distance I heard the slow beat of a drum. When I woke up in the morning I felt as if I hadn't slept at all. At school it seemed as if the day would never end and, when it finally did, I ran home.

Grandpa was in his room, sitting on the bed. The shades were down and the place was dim and cool. I sat on the floor in front of Grandpa, but he didn't even look at me. After what seemed a long time he spoke.

270 "I sent your mother and sister away. What you will hear today is only for a man's ears. What you will receive is only for a man's hands." He fell silent and I felt shivers down my back.

"My father in his early manhood," Grandpa began, "made a vision quest¹³ to find a spirit guide for his life. You cannot understand how it was in that time, when the great Teton Sioux¹⁴ were first made to stay on the reservation.

280 There was a strong need for guidance from *Wakantanka*, the Great Spirit. But too many of the young men were filled with despair and hatred. They thought it was hopeless to search for a vision when the glorious life was gone and only the hated confines of a reservation lay ahead. But my father held to the old ways.

"He carefully prepared for his quest with a purifying sweat bath and then he went alone to a high butte top to fast and pray. After three days he received his sacred dream—in which he found, after long searching, the white man's iron. He did not understand his vision of finding something belonging to the white people, for in that time

13. A **vision quest** is a trip that young Sioux men make to receive a special song or object.
 14. The **Teton Sioux** are the largest Sioux tribe. They were buffalo hunters.

English Language Learning Strategies

Model reading aloud to students the three complete paragraphs on this page and have students follow along in their books.

Remember to model self-corrective techniques on a regular basis as you read aloud to students. For example, pretend to make a mistake by saying, in the third paragraph, "My father is in his early manhood." Self-correct and explain your reasoning by thinking aloud: "I made a mistake. I added the word 'is.' Let me read it again."

they were the enemy. When he came down from the butte to cleanse himself at the stream below, he found the remains of a campfire and the broken shell of an iron kettle. This was a sign which reinforced his dream. He took a piece of the iron for his medicine bag, which he had made of elk¹⁵ skin years before, to prepare for his quest.

"He returned to his village, where he told his dream to the wise old men of the tribe. They gave him the name *Iron Shell*, but neither did they understand the meaning of the dream. This first Iron Shell kept the piece of iron with him at all times and believed it gave him protection from the evils of those unhappy days.

"Then a terrible thing happened to Iron Shell. He and several other young men were taken from their homes by the soldiers and sent far away to a white man's boarding school.¹⁶ He was angry and lonesome for his parents and the young girl he had wed before he was taken away. At

15. An **elk** is a very large type of deer with wide antlers.

16. A **boarding school** is a school where students live and go to school.

REFLECT

Make Inferences About Characters

We learn that Grandpa's name is Joe Iron Shell at the beginning of the story. What does Grandpa infer about his own name?

Grandpa infers that he was named after his father,
who found the broken shell of an iron kettle.



Talk about your answer with a partner.

protection (prə tek' shən) *n.* a guard against danger



To Sum Up

- ▶ In the story, Grandpa's father finds a broken iron kettle.
- ▶ The villagers give Grandpa's father the name Iron Shell.
- ▶ Soldiers take Iron Shell away.

The Medicine Bag

35

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word **protection**. **Ask:** *What did Iron Shell want protection from? (the unhappiness of living on the reservation)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *Grandpa's name is Joe Iron Shell. In the story he tells Martin that his father was given the name Iron Shell. Grandpa is trying to tell Martin that he was named after his father.* Write the following sentence frame on the board to help students organize their thoughts.

Grandpa infers that ____ when he tells Martin about how Grandpa's father got his name.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 34 and 35, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 34 and 35, give them a few minutes to read silently the boxed text. Then, to assess comprehension, have students give a brief oral summary of the reading.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A5.

Interactive Question-Response

To Sum Up

Beginning

Have students reread the To Sum Up statements on pages 33–36. Ask them to predict what Grandpa will ask Martin do with the medicine bag.

Provide the following sentence frame for students to complete:

I think that Grandpa will ask Martin to ____.

(I think that Grandpa will ask Martin to keep the medicine bag and wear it until he is ready to pass it down to his son or grandson.)

To Sum Up

- Iron Shell goes back to the reservation.
- Iron Shell gives Grandpa the medicine bag.

36

first Iron Shell resisted the teachers' attempts to change him and he did not try to learn. One day it was his turn to work in the school's blacksmith shop. As he walked into the place
310 he knew that his medicine had brought him there to learn and work with the white man's iron.

"Iron Shell became a blacksmith¹⁷ and worked at the trade¹⁸ when he returned to the reservation. All of his life he treasured the medicine bag. When he was old, and I was a man, he gave it to me, for no one made the vision quest any more."

Grandpa quit talking and I stared in disbelief as he covered his face with his hands. His shoulders were shaking with quiet sobs and I looked away until he began to speak
320 again.

"I kept the bag until my son, your mother's father, was a man and had to leave us to fight in the war across the ocean. I gave him the bag, for I believed it would protect him in battle, but he did not take it with him. He was afraid that he would lose it. He died in a faraway place."

Again Grandpa was still and I felt his grief around me.

"My son," he went on after clearing his throat, "had only a daughter and it is not proper for her to know of these things."

330 He unbuttoned his shirt, pulled out the leather pouch, and lifted it over his head. He held it in his hand, turning it over and over as if memorizing how it looked.

17. A **blacksmith** uses iron to make things like nails and swords.

18. A **trade** is a word for a type of job.

"In the bag," he said as he opened it and removed two objects, "is the broken shell of the iron kettle, a pebble from the butte, and a piece of the sacred sage."¹⁹ He held the pouch upside down and dust drifted down.

"After the bag is yours you must put a piece of prairie sage within and never open it again until you pass it on to your son." He replaced the pebble and the piece of iron, and tied the bag.

I stood up, somehow knowing I should. Grandpa slowly rose from the bed and stood upright in front of me holding the bag before my face. I closed my eyes and waited for him to slip it over my head. But he spoke.

"No, you need not wear it." He placed the soft leather bag in my right hand and closed my other hand over it. "It would not be right to wear it in this time and place where no one will understand. Put it safely away until you are again on the reservation. Wear it then, when you replace the sacred sage."

Grandpa turned and sat again on the bed. Wearily he leaned his head against the pillow. "Go," he said, "I will sleep now."

"Thank you, Grandpa," I said softly and left with the bag in my hands.

That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag.

19. **Sage** is a plant that is used in medicine and in cooking.



Comprehension Check

Reread the boxed text. Underline the contents of the medicine bag.

When Grandpa says, "No, you need not wear it" he is using formal language. Try saying this sentence to a partner in a different way. Use informal language, as if you were talking to a friend.

To Sum Up

- Grandpa gives Martin the medicine bag and tells him to put a sacred plant in it.
- Grandpa goes to the hospital.
- Martin goes to the reservation with the medicine bag.

Interactive Question-Response

Comprehension Check

Have students share what they underlined. **Ask:** *What does Grandpa tell Martin that he must add to the medicine bag? (a piece of prairie sage) Can Martin open the bag whenever he wants to? Explain. (No, he must wait until he is ready to pass it on to his son.)*

Point out the use of formal English on this page when Grandpa says, "No, you need not wear it." Discuss uses of the phrase *need not* to formally express an idea that something is not necessary. Point out that the informal way to say *need not* is *don't have to*. Have students share examples of how they could use each of these phrases in a sentence and explain for what types of situations (with friends, with teachers, in formal writing) each phrase would be appropriate.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about Martin's relationship with Grandpa.
2. Why does Grandpa stay with Martin's family?
3. What happens when Martin's friends meet Grandpa?
4. Tell me about the medicine bag.
5. How does the story end?

Vocabulary Check

A. Beginning

Read each question aloud. Encourage students to point to the correct picture. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which people are causing a commotion? These people are causing a commotion.*

Comprehension Check

Check students' understanding of the direction lines on this page and on pages 39 and 40. Point out each direction line to students and explain their meanings. Give special attention to the words *circle*, *best answer*, *match*, *check*, and *complete*.

Vocabulary Check

A. Circle the picture that best answers the question.

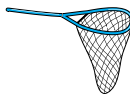
1. Which person shows **fatigue**?



3. Which people are causing a **commotion**?



2. Which will give **protection** from the sun?



4. Which item is **sacred**?



B. Match each vocabulary word to the correct meaning.

5. b **glamorous**

a. explanations

6. a **excuses**

b. attractive or exciting

7. d **burden**

c. children or grandchildren of a person

8. c **descendants**

d. something stressful or difficult

C. Check the correct meaning of each vocabulary word.

9. **embrace**

- ☐ trip over
- ☒ hold close
- ☐ push far

10. **sheepishly**

- ☐ with sadness
- ☒ with embarrassment
- ☐ with joy

11. **stately**

- ☐ foolish
- ☒ impressive
- ☐ small

12. **authentic**

- ☒ genuine
- ☐ fake
- ☐ broken

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

Grammar Link

BLM

Adjectives and Adverbs

Prepare students to complete the activity master on page A7. Read the grammar instruction with students, and complete the first item with them to help them get started.



Comprehension Check

A. Which events change Martin? Check each correct answer.

- ☐ Martin kicks at the neighborhood dogs.
- ☒ Grandpa arrives on Martin's street.
- ☐ The doctor visits Grandpa.
- ☒ Grandpa tells the family he visited because he felt lonely.
- ☒ Grandpa tells the story of his father's vision quest.
- ☐ Grandpa offers the money from his boots.

B. Complete the chart with information about which characters are static and dynamic.

Character	Does the character change? Explain.	Static or Dynamic?
Martin	Yes. He has more respect for Grandpa.	dynamic
Cheryl	No. She does not change.	static
Grandpa	Yes. He dies in the end.	dynamic
Mom	No. She does not change.	static

C. At the end of the story, Grandpa goes to the hospital. Two weeks later the narrator stands alone with the medicine bag. What happens at the end of the story? Why do you think so?

I think Grandpa dies, because he was sick. Also, he told his grandson that he did not have to wear the medicine bag until he replaced the sacred sage.

Comprehension Check

B. Intermediate

Tell students to think about how much the author told them about each character and about the thoughts and feelings of each character. Have pairs discuss whether or not each character changed during the story, and if so, how that character changed. Encourage them to reread some of the story to find details.

Writing Link

Character Sketch

Students should think about one of the characters in "The Medicine Bag" and write a detailed description of that character. Have students work in small groups to come up with facts and inferences about one character. They should include physical descriptions, as well as information about the character's personality and how he or she feels about certain things. Encourage students to read their character sketches aloud and compare how different students described the same character.



Write a Conversation

Imagine that you are Martin. You have just returned from the reservation. Work with a partner to write a conversation. When you are finished, read it together.

Friend: Where have you been?

Martin: I just returned from the reservation.

Friend: What were you doing there?

Martin: I went to the reservation because Grandpa died. He had given me his medicine bag. I had to take it to the reservation.

Friend: Do you remember when you wouldn't let us visit your Grandpa? Why were you so ashamed?

Martin: Grandpa looked old and not like Native Americans on television. He lived on a reservation.

Friend: How do you feel now?

Martin: I feel proud that he passed the tradition on to me.

Friend: What will you do with the medicine bag now?

Martin: Remember what he told me about the history of the medicine bag. Pass that information down in the family.



8.6 Understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.

The People Could Fly

by Virginia Hamilton

Oral Language

Build Background

Read the title and author. Explain that students will read “The People Could Fly” by Virginia Hamilton, an African American writer who often writes about her own heritage. **Ask:** *What do you think the story will be about? (about people who can fly) Do you think this will be a true story? Why or why not? (No. People cannot really fly.)*

Talk About the Folktale

Explain that this folktale is about West Africans who were taken from their homes to be slaves.

Beginning Explain that folktales are stories that are passed down in families or cultures. **Ask:** *Are stories important in your family? (yes/no)*

Intermediate Have volunteers share any stories that are passed down in their families. Write the following sentence frame on the board to get them started:

My family tells the story of ____ to teach _____. (Thanksgiving; being thankful, sharing with others)

Advanced Invite volunteers to share traditional folktales from their own cultures. Ask questions, such as: *What are some holidays that you celebrate in your culture? Do you have any stories that are told in your family from generation to generation? What are they?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Folktale

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *r*

Literary Element

- Setting

Reading Skill

- Identify Sequence

Writing Link

- Poem

Fluency

- Expression and Intonation: Punctuation

Comprehension

- Graphic Organizer BLM

Grammar Link

- *The Same (As), Similar (To), and Different (From)* BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™
- A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Folktale

Read aloud Connect to the Folktale. Reproduce the web on the board. **Model** *I was in an uncomfortable situation once when I argued with my friend. I was sorry and I wanted to talk to my friend about what I had done.* Model writing your response in the web and have volunteers suggest other responses. Then have individuals complete their own webs.

Literary Element Setting

Read aloud the Literary Element. Read aloud the first paragraph and four bullets. **Ask:** *If you were to write a story about this class, what details would you use to describe the setting?* Have students suggest details that describe the classroom setting. Write their ideas on the board. Then read aloud the second paragraph. **Ask:** *What is the mood of our classroom? What details of this setting help create the mood?*

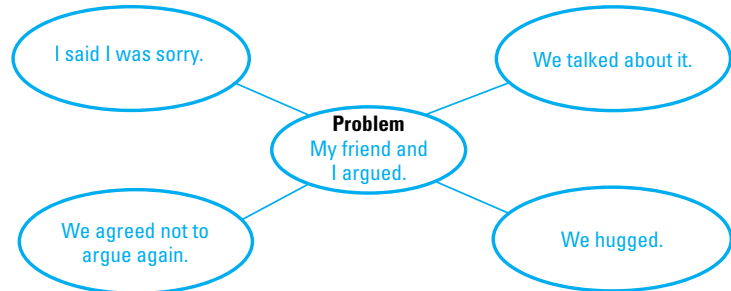
Reading Skill Identify Sequence

Read aloud the Reading Skill with students. Explain to students that identifying the sequence of events in a story will help them understand what is happening. Draw a timeline on the board. Tell students that they can use a timeline to help them identify the sequence of events in the folktale. Look ahead at page 44, and read aloud the first boxed text. **Model** *In the first paragraph, the narrator says that long ago in Africa people could fly. I will write this at the beginning of the timeline. Write "people could fly" on the timeline. As I continue reading, I notice that the narrator uses the word then, which signals what will happen next. I write what happens next on the timeline. Write "people were captured" on the timeline.* Explain that students should continue writing down the main events as they track the sequence of events in the folktale.



Connect to the Folktale

Think of a problem or a situation that you wanted to make better. How did you solve the problem or improve the situation? Complete the web. Then share what you wrote with a partner.



Literary Element Setting

Setting is the time and place of a story. Setting includes

- > the time period.
- > the location.
- > the season and weather.
- > the space, such as buildings, rooms, land.

Mood is the feeling created by the time, place, and events of the story. For example, if a story takes place in a dark, old house in the middle of the night, the setting could create a scary mood.

Reading Skill Identify Sequence

Sequence is the order of events in a story. Events usually happen in **chronological**, or time order. To **identify sequence**, think about which event happens first, next, and last.

For example, first your family gets in the car. Next, you drive to the store. Then, you buy flowers. Then, you take the flowers to your grandmother. This sequence of events happens in chronological order.

Listening Practice

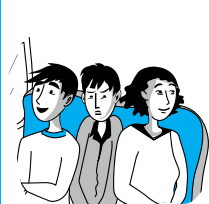
For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

captured (kap' chərd) v. caught or trapped
The boy **captured** the butterfly and then let it go.
➤ Cognate (Spanish) **capturar**



crowded (krou' did) adj. full of people or objects
There was not much room to sit down on the **crowded** bus.



trembled (trem' bəld) v. shook
The house **trembled** when the train passed.
➤ Cognate (Spanish) **tremblar**



scorned (skōrnd') adj. treated with dislike
When people did not talk to Berto, he felt **scorned**.



labored (la' bərd) v. worked hard
Isabel **labored** for six hours to make her garden.
➤ Cognate (Spanish) **laborar**



whispers (whis' parz) n. words spoken very softly
The friends spoke in **whispers** so other people could not hear what they said.



clumsily (kləm' zə lē) adv. moving with difficulty; tripping or falling a lot
The woman walked **clumsily** on the uneven ground.



ancient (ān' shənt) adj. very old
The **ancient** castle is more than 700 years old.



For more practice, see page 256.

The People Could Fly

43

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When something is **captured**, it is trapped. **Example:** We *captured* the mouse in our kitchen with some cheese. **Ask:** How is *captured* like *imprisoned*? **SYNONYM**

When something is **crowded**, it is full of things. *Her locker is crowded with papers, books, and gym shoes.* What is something else that can be crowded? **EXAMPLE**

If something **trembled**, it shook. *I trembled when the lightning bolt lit up the dark sky.* Why would bad weather make you tremble? **EXPLANATION**

If a person is **scorned**, he or she is treated badly. *The unkind kids scorned the new student because he didn't dress like everyone else.* How would a scorned person feel? **DESCRIPTION**

If a person has **labored** all day, he or she has worked very hard. *The farmer labored to plant her field of corn.* When have you labored for something? **EXAMPLE**

Continue the process with *whispers*, *clumsily*, and *ancient*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 256.

Phonics

Consonant Clusters with *r*

Tell students they are going to practice the consonant cluster *tr*. Explain to students that the consonants are clustered, but each consonant keeps its own sound. Ask students to find a content vocabulary word with the consonant cluster *tr* at the beginning of the word (*trembled*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /t/ and /r/. Then have students say the word.

Ask students to find more words with the consonant cluster *tr* on pages 45 (*straight*) and 46 (*trees*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Focus students on the second paragraph. **Ask:** *Who was captured? (The people in Africa were captured.) Why couldn't the people take their wings on the ships? (There wasn't enough room. The ships were too crowded.)*

Academic Vocabulary

Explain to students that the West Africans experienced a **transformation** when they were captured. They lost their wings because it was too crowded to have their wings on the ship. Tell students that a *transformation* is a major change. **Ask:** *Have you ever gone through a transformation? Model* *I went through a transformation when my dental braces were taken off. I felt like a new person.* Have students give examples of other transformations people can go through.

Background Information

Read aloud the note. Ask students to think about the meaning of the title of this folktale. **Ask:** *Now that you know this background information, what do you predict this story will be about? (how enslaved people were able to fly away)* **Ask:** *Why do you think this folktale was powerful during the time of slavery? (Stories like this gave people hope they would become free one day.)*



captured (kap' chərd) v. caught or trapped



crowded (krou' did) adj. full of people or objects



Background Information

This story takes place in the United States when people were enslaved. Traders went to Africa and captured African people. The traders sold them to owners of plantations, or large farms.

To Sum Up

- Long ago people in Africa had wings and could fly.
- They were caught and shipped to the land of slavery. They lost their wings.
- Two of these people are an old man named Toby and a young woman named Sarah.

44

They say the people could fly. Say that long ago in Africa, some of the people knew magic. And they would walk up on the air like climbin up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flappin against the blue up there.

Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn't take their wings across the water on the slave ships. Too crowded, don't you know.

10 The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flyin when they could no longer breathe the sweet scent of Africa.

Say the people who could fly kept their power, although they shed their wings. They kept their secret magic in the land of slavery. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn't tell anymore one who could fly from one who couldn't.

20 One such who could was an old man, call him Toby. And standin tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A8.

her back. She trembled to be so hard worked and scorned.

The slaves labored in the fields from sunup to sundown. The owner of the slaves callin himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn't be moved. His Overseer¹ on horseback pointed out the slaves who were slowin down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice-open cut of pain. So they did move faster. Had to.

30

Sarah hoed and chopped the row as the babe on her back slept.

Say the child grew hungry. That babe started up bawling too loud. Sarah couldn't stop to feed it. Couldn't stop to soothe and quiet it down. She let it cry. She didn't want to. She had no heart to croon² to it.

"Keep that thing quiet," called the Overseer. He pointed his finger at the babe. The woman scrunched low. The Driver cracked his whip across the babe anyhow. The babe hollered like any hurt child, and the woman fell to the earth.

40

The old man that was there, Toby, came and helped her to her feet.

"I must go soon," she told him.

"Soon," he said.

Sarah couldn't stand up straight any longer. She was too weak. The sun burned her face. The babe cried and cried, "Pity me, oh, pity me," say it sounded like. Sarah was so sad and starvin, she sat down in the row.

1. An **overseer** was a supervisor during slave times. He made the enslaved people work.
2. To **croon** means "to hum or sing in a low, soft voice."

trembled (trem' bald) v. shook



scorned (skôrnd) adj. treated with dislike



labored (lā' bôrd) v. worked hard



Look for the words *was*, *too*, and *soon* on this page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

To Sum Up

- ▶ The enslaved people work very hard all day long.
- ▶ Sarah must work so hard that she cannot stop working to feed her baby.
- ▶ Sarah asks Toby for help.

The People Could Fly

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Interactive Question-Response

Content Vocabulary

Have a student read aloud the words and definitions for *trembled* and *scorned*. **Ask:** *Why do you think Sarah trembled and felt scorned? (She is beaten when she doesn't work fast enough in the fields under the hot sun.)* Read aloud the word and definition for *labored*. **Ask:** *What is the mood when the author describes how the slaves labored? (The mood is gloomy because the slaves are being worked so hard by the cruel Master.)*

Help students develop basic sight vocabulary by identifying some of the sight words on this page. Assess students' understanding of the meanings of the words *was*, *too*, and *soon*. Write a sample sentence on the board for each word. (*He was happy to see me; I ate too much cake; She wants to play too; We will end class soon.*) If beginning students are struggling to create complete sentences, encourage them to write and say simple phrases instead.

Differentiated Instruction

Clarify the Text Help students understand the conditions under which the slaves worked.

Beginning Read aloud the second bullet in To Sum Up. **Ask:** *Are the people that Sarah and the other slaves work for nice or mean? (mean) How do you know? (The woman works with a baby. They will not let her feed the baby.)*

Intermediate Have students read aloud the first boxed text on page 45. Point out the metaphor, "he was a hard lump of clay." Explain that the narrator is saying that the Master is a cold, or unkind, person. Have students use their own words to restate the other metaphors that describe the Master. ("A hard, glinty coal." and "A hard rock pile, wouldn't be moved.")

Advanced Explain to students that life was very difficult for the slaves. Encourage students to reread the text that describes how Sarah has lost all her spirit (lines 33–36) and restate these lines in their own words.

Interactive Question-Response

Content Vocabulary

Read aloud the sentence containing the Content Vocabulary word *whispers*, beginning at line 59.

Ask: *Why do you think Toby's speech sounds like whispers? (He speaks so quickly and softly that those around him do not understand what he says.)* Read aloud the word and definition for *clumsily*. **Ask:** *Why does Sarah fly clumsily at first? (She has to remember how to fly.)* Have a student read the sentence containing the word *ancient*, beginning at line 75. **Ask:** *Why is the word ancient important in this description? (The magic Toby is using is very old.)*

Comprehension Check

Have students share what they underlined. **Ask:** *What happens after Sarah rises into the air? (She is clumsy, but then she flies like a bird.)*

whispers (whis' parz) *n.* words spoken very softly



clumsily (kləm' zə lē) *adv.* moving with difficulty; tripping or falling a lot



ancient (ān' shənt) *adj.* very old



Comprehension Check

Underline what happens after Toby says the magic words.

To Sum Up

- Toby helps Sarah fly away.
- The next day is very hot. The enslaved people feel weak.
- Toby helps one of the weak people.

50 "Get up, you black cow," called the Overseer. He pointed his hand, and the Driver's whip snarled around Sarah's legs. Her sack dress tore into rags. Her legs bled onto the earth. She couldn't get up.

Toby was there where there was no one to help her and the babe.

"Now, before it's too late," panted Sarah. "Now, Father!"

"Yes, Daughter, the time is come," Toby answered. "Go, as you know how to go!"

He raised his arms, holding them out to her. "Kum . . .

60 *yali, kum buba tambe,*" and more magic words, said so quickly, they sounded like whispers and sighs.

The young woman lifted one foot on the air. Then the other. She flew clumsily at first, with the child now held tightly in her arms. Then she felt the magic, the African mystery. Say she rose just as free as a bird. As light as a feather.

The Overseer rode after her, hollerin. Sarah flew over the fences. She flew over the woods. Tall trees could not snag her. Nor could the Overseer. She flew like an eagle

70 now, until she was gone from sight. No one dared speak about it. Couldn't believe it. But it was, because they that was there saw that it was.

Say the next day was dead hot in the fields. A young man slave fell from the heat. The Driver come and whipped him. Toby come over and spoke words to the fallen one. The words of ancient Africa once heard are never remembered completely. The young man forgot them as soon as he heard them. They went way inside him. He got up and

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A8.

rolled over on the air. He rode it awhile. And he flew away.

Another and another fell from the heat. Toby was there. He cried out to the fallen and reached his arms out to them. "Kum kunka yali, kum . . . tambe!" Whispers and sighs. And they too rose on the air. They rode the hot breezes. The ones flyin were **black and shinin sticks, wheelin** above the head of the Overseer. They crossed the rows, the fields, the fences, the streams, and were away.

"Seize the old man!" cried the Overseer. "I heard him say the magic words. Seize him!"

The one callin himself Master come runnin. The Driver got his whip ready to curl around old Toby and tie him up. The slaveowner took his hip gun from its place. He meant to kill old, black Toby.

But Toby just laughed. Say he threw back his head and said, "Hee, hee! Don't you know who I am? Don't you know some of us in this field?" He said it to their faces. "We are ones who fly!"

And he sighed the ancient words that were a dark

80

90

Black and shinin sticks, wheelin means the people look "small in the distance, and spinning."

Follow along as your teacher leads the class in reading aloud lines 89 to 107.

REFLECT

Identify Sequence

Number the events in the order they happen in the story.

- | | |
|---|---|
| Toby speaks the magic words. | 2 |
| The Master and the Driver want to kill Toby. | 4 |
| Some enslaved people fall over from the heat. | 1 |
| Many of the enslaved people fly into the air. | 3 |



Talk about your answer with a partner.

To Sum Up

- ▶ Toby speaks the magic words to help the other enslaved people.
- ▶ More enslaved people fly away.
- ▶ The Master and his helpers want to hurt Toby.

The People Could Fly

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Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To identify the sequence of events, I will begin rereading the first paragraph. Read aloud the sentence that begins on line 80. Now I will look to see if this event is on the list. I will write the number 1 next to the sentence "Some enslaved people fall over from the heat."* Write the following sentence frames on the board to help students organize their thoughts.

After the enslaved people begin to fall over from the heat, ____.

Then, many of the enslaved people ____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 46 and 47, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 46 and 47, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Fluency

Expression and Intonation: Punctuation

Intermediate Tell students that they will be doing a choral reading of lines 89–107. Remind students to use correct expression when they come to an exclamation point or a question mark. Model the fluency skill as you read the text at a moderate tempo. Then have all students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have students join you in a shared reading. Direct students to follow along in their books as you read aloud lines 89–107. Have them notice how you pause for punctuation, such as commas and periods. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

Interactive Question-Response

Literary Element Setting

If students have difficulty responding: **Model** / *feel happy that Toby and the others were able to fly away.* **Ask:** *What is another word for happy? (joyful)*

To Sum Up

Beginning

Have students work in pairs to reread all the To Sum Up statements from the beginning of the story on page 44. Then have students decide together which three events are the most important. Provide the following sentence frame for students to complete.

The most important events are when ____, when ____, and when ____.

(The most important events are when Toby helps Sarah fly away, when the master and his helpers want to hurt Toby, and when the slaves who cannot fly cry out for help.)

Outcryin means "outcry." An outcry is a loud shout or yell.

Ring-sing is another name for "ring shout." The ring shout is an old African religious ceremony.



Literary Element

Setting Imagine the people in the sky. What is the mood of this scene?

- ☐ fearful
☒ joyful

To Sum Up

- Many more slaves fly away.
- The slaves who cannot fly cry out for help, but Toby cannot help them.
- All the slaves who cannot fly tell the story to their children.

promise. He said them all around to the others in the field under the whip, ". . . *buba yali . . . buba tambe . . .*"

100 There was a great **outcryin**. The bent backs straightened up. Old and young who were called slaves and could fly joined hands. Say like they would **ring-sing**. But they didn't shuffle in a circle. They didn't sing. They rose on the air. They flew in a flock that was black against the heavenly blue. Black crows or black shadows. It didn't matter, they went so high. Way above the plantation, way over the slavery land. Say they flew away to *Free-dom*.

And the old man, old Toby, flew behind them, takin care of them. He wasn't cryin. He wasn't laughin. He was the 110 seer³. His gaze fell on the plantation where the slaves who could not fly waited.

"Take us with you!" Their looks spoke it but they were afraid to shout it. Toby couldn't take them with him. Hadn't the time to teach them to fly. They must wait for a chance to run.

"Goodie-bye!" The old man called Toby spoke to them, poor souls! And he was flyin gone.

So they say. The Overseer told it. The one called Master said it was a lie, a trick of the light. The Driver kept his 120 mouth shut.

The slaves who could not fly told about the people who could fly to their children. When they were free. When they sat close before the fire in the free land, they told it. They did so love firelight and *Free-dom*, and tellin.

They say that the children of the ones who could not fly told their children. And now, me, I have told it to you.

3. A **seer** is a person who guides others by seeing into the future.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A8.



Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person talks in **whispers**?



2. Which picture shows something **ancient**?



B. Write each vocabulary word on the line beside its antonym.

captured

crowded

scorned

3. _____ **scorned** _____ liked

4. _____ **crowded** _____ empty

5. _____ **captured** _____ released

C. Think about "The People Could Fly." Then write the word that best completes each sentence below.

clumsily

labored

trembled

6. All the enslaved people _____ **labored** _____ in the fields from morning to night.

7. Sarah _____ **trembled** _____ because she was so tired.

8. At first, Sarah flew _____ **clumsily** _____ because she did not remember how to fly.

Read the directions carefully. If you do not know the meaning of a word, ask a partner or a teacher.

Vocabulary Check

B. Intermediate

Read aloud each vocabulary word from the word bank, modeling correct pronunciation. Have students reread the definitions and example sentences on page 43. To help students get started: **Model** For item 3, I need to find which word in the word bank is an antonym of liked. I know that the opposite of liked is disliked.

Ask: Which word in the word bank is closest in meaning to disliked? (*scorned*) Continue for items 4–5.

Grammar Link

BLM

The Same (As), Similar (To), and Different (From)

Prepare students to complete the activity master on page A9. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning

Remind students that the sequence of events is the order in which events take place. Encourage students to think about what happens first, next, and last in "The People Could Fly." To help them get started: **Model** *In order to fill out the first box, I look back at the beginning of the folktale. I scan the first two paragraphs for the main ideas. The first important event that I find is when the Africans are captured.* Continue until you have completed the first box. Have students work in pairs to complete the diagram.

After Reading Have students complete the after reading activity on page 257.

After You Read



Comprehension Check

A. What happens to the people in "The People Could Fly"? Use the diagram to describe the events in order.

Beginning

Africans captured; lose their wings; taken to the land of slavery



Middle

Africans made into enslaved people; work in the fields



End

Toby speaks magic words; enslaved people fly away

B. Complete the sentences below.

- The people who could fly came from Africa.
- The people were captured and put on slave ships.
- The people could not take their wings with them because the ships were too crowded.
- The people were taken to the land of slavery.
- Sarah was working in the fields when the Driver whipped her.
- The weather was hot when the young man fell down.
- Later, the people who were free told the story of the people who could fly in front of the fire.

C. Think about the sequence of the story. List the answers to each question in the order they occur in the story.

- List three settings in the story. Africa; slave ship; fields
- List three things that happen to Sarah. captured; whipped; asks Toby for help
- List three things Toby does. helps Sarah; says magic words; flies away

For more practice, see page 257



Writing Link

Poem

Students should think about the events that happened in "The People Could Fly" to help them write a poem. Have students work in pairs to list key words and phrases that describe the setting and events, as well as the mood of the folktale. Then have students use this information to write a short poem that reflects the mood or the theme of the folktale. Remind students that a poem does not have to follow a specific form, or structure. Encourage students to read their poems aloud.

Oral Language

Build Background

Read the titles and authors. Explain that students will read an excerpt from the novel *Tom Sawyer* by Mark Twain and the short story “Born Worker” by Gary Soto. Tell students that *Tom Sawyer* was written in 1876 and “Born Worker” was written in 1998. **Ask:** What is a worker? (someone who does a job) What does it mean to work hard? (to give your best effort; to use all of your strength)

Talk About the Novel Excerpt and Short Story

Explain that the two texts are about young people who work.

Beginning **Ask:** Do you know anyone who works hard? (yes/no) Work with students to act out what working hard might look like, such as scrubbing out a stain.

Intermediate Explain that some people work hard. Have students describe what a hard worker might do.

A hard worker always _____. (does his or her best; finishes the job)

Advanced Explain that some people like to work hard. Help students list the reasons that someone might work hard. **Model** I know that I work hard when there is a goal I want to reach.

TX TEKS

8.6 Understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.

from Tom Sawyer

and

by Mark Twain

BORN WORKER

by Gary Soto

from Tom Sawyer and Born Worker

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Lesson at a Glance

Oral Language

- Build Background
- Talk About the Novel Excerpt and Short Story

Vocabulary

- Content Vocabulary

Phonics

- Vowel /ū/
- Vowel /o/

Literary Element

- Character

Writing Link

- Paragraph

Fluency

- Expression and Intonation: Dialogue

Comprehension

- BLM

Word Study

- Compound Words and Word Families BLM

Grammar Link

- Interrogative, Exclamatory, and Imperative Sentences

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



and



Interactive Question-Response

Connect to the Novel Excerpt and Short Story

Read aloud Connect to the Novel Excerpt and Short Story. Reproduce the chart on the board.

Model *I am kind to others. To be true to myself means being kind to others even when they are not kind to me.* Model writing your response in the chart, and have volunteers suggest other responses. Then have individuals complete their own charts.

Literary Element Character

Ask: *Who knows what a character is? (a person or animal in a story)* Read aloud the Literary Element. As you read, write on the board the ways to tell what a character is like. (what they say, what they think, what they do) **Model** *If a character is laughing and making jokes, I know that he is happy.*

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Provide an example, such as: *There are two movies I want to see. I can compare and contrast them. They are both funny movies. That is how they are alike. But one movie is about kids and the other movie is about adults. That is how they are different.* Then prompt students to discuss ways two other movies might be alike or different.

Connect to the Novel Excerpt and Short Story

How do you describe yourself to others? In the chart below, write a list of words or phrases to describe yourself. Then think about the idea of “being true” to who you are. In your own words, write what you think it means to be true to yourself.

I am...	To be true to myself means...
Possible answer: smart, kind, brave	Possible answer: not letting peer pressure change me; following my dreams

Literary Element Character

A **character** is a person or animal in a story. To understand characters, pay attention to

- > what they say or think.
- > what they do.
- > what others say or think about them.

Characterization refers to the way a writer shows what a character is like. Writers might state exactly what their characters are like. Writers might also use the characters’ words, thoughts, and actions to show what they are like. As you read these two stories, pay attention to what the main characters are like.

Reading Skill Compare and Contrast

In this lesson, you will **compare and contrast** the main characters in two stories. When you **compare** characters, you look at how the characters are alike. When you **contrast** characters, you look at how they are different. Comparing and contrasting will help you understand what the characters are like.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

inspiration

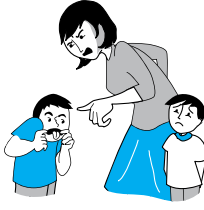
(in' spə rā' shən) *n.* an action, person, or thought that causes someone to have an idea

*Trees are the **inspiration** for my poem about nature.*

> Cognate (Spanish)
inspiración



ridicule (rid' ə kŭl') *n.* mean words or actions that make fun of someone or something
*Our teacher does not allow **ridicule** in the classroom.*



criticized (krit' ə sizd') *v.* judged the good and bad parts of something
*The artist **criticized** a painting.*

> Cognate (Spanish)
criticar



consent (kən sent') *v.* to give permission
*Parents must **consent** before their children can go on field trips.*



enthusiasm

(en thŭ' zē əz' əm) *n.* strong interest or excitement about something
*Pedro showed a lot of **enthusiasm** for hiking.*

> Cognate (Spanish)
entusiasmo



assumed (ə sŭmd') *v.* thought of something as a fact
*I **assumed** that we would eat dinner at six o'clock.*



accompanied (ə kum'pə nēd') *v.* went with
*Adrian's friend **accompanied** him to the party.*

> Cognate (Spanish)
acompañar



concentrate (kon' sen trāt') *v.* to give attention to or put effort into

*The dancer must **concentrate** as she practices.*

> Cognate (Spanish)
concentrar



For more practice, see page 258.

from Tom Sawyer and Born Worker

53

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: An **inspiration** is something that gives you an idea. **Example:** The painting gave me an **inspiration** for my own art project. **Ask:** What is another example of an inspiration? **EXAMPLE**

Ridicule means words or actions that make fun of someone. *I did not wear the bunny costume because I was afraid of **ridicule**.* What is the opposite of **ridicule**? **ANTONYM**

If I **criticized** a book, I told what was good and what was bad about the book. *When I **criticized** the book, I said that I liked the characters but did not like the ending.* What is something you have criticized? **EXPLANATION**

When you **consent** to something, you say it is okay to do it. *I **consent** to let my friend borrow my bicycle.* What is the opposite of **consent**? **ANTONYM**

Enthusiasm is a strong, good feeling about something. *I have a lot of **enthusiasm** for my favorite baseball team.* What is another word for **enthusiasm**? **SYNONYM**

If you **assumed** something, you thought it was true. *I **assumed** my friend would like the gift that I gave him.* What kinds of things have you assumed? **EXPLANATION**

If you **accompanied** someone, you went with them. *I **accompanied** my sister to the baseball game.* Describe a time when you accompanied someone. **DESCRIPTION**

When you **concentrate**, you think very hard about something. *I had to **concentrate** on my homework so I could get the answers right.* How are the words **concentrate** and **think** the same? How are they different? **COMPARE AND CONTRAST**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 258.

Phonics

Long Vowel /ū/

Tell students they are going to practice the long vowel sound /ū/ spelled with the letter *u*. Explain that sometimes the letter *u* makes the sound /ū/. Point out the content vocabulary word **ridicule**. Slowly pronounce the word, and have students raise their hands when they hear /ū/. Write the word on the board and underline *u*. Then have students repeat the word.

Have students find other words in the selection with the vowel sound /ū/ (*music, amusement*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread To Sum Up. Then have students discuss possible reasons that Tom does not want to paint the fence. **Ask:** *What do you think Tom might do next?* Provide the following sentence frame for students to complete.

Tom Sawyer does not want to paint the fence because _____. (he would rather play)

I think Tom is going to _____. (escape painting the fence)

To Sum Up

- Tom Sawyer has a big job. He must paint a tall fence by himself.
- Tom does not want to paint the fence.

54

from Tom
Sawyer

Saturday morning was come, and all the summer world was bright and fresh, and brimming with life. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face, and a spring in every step. The locust trees were in bloom, and the fragrance of the blossoms filled the air.

Cardiff Hill, beyond the village and above it, was green with vegetation, and it lay just far enough away to seem a Delectable Land,¹ dreamy, reposeful, and inviting.

¹⁰ Tom appeared on the side-walk with a bucket of whitewash² and a long-handled brush. He surveyed the fence, and the gladness went out of nature, and a deep melancholy³ settled down upon his spirit. Thirty yards of board fence nine feet high! It seemed to him that life was hollow, and existence but a burden. Sighing he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged...

²⁰ He began to think of the fun he had planned for this

1. **Delectable Land** means "beautiful and peaceful place."

2. **Whitewash** is a type of paint used on fences.

3. **Melancholy** is a feeling of sadness.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A10.

day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work maybe, but not enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an **inspiration** burst upon him. Nothing less than a great, magnificent inspiration. He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently, the very boy of all boys whose **ridicule** he had been dreading. Ben's gait⁴ was the hop, skip, and jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long melodious whoop at intervals, followed by a deep-toned ding dong dong, ding dong dong, for he was personating a steamboat! As he drew near he slackened speed, took the middle of the street, leaned far over to starboard,⁵ and rounded-to⁶ ponderously, and with laborious pomp and circumstance, for he was personating the *Big Missouri*, and considered himself to be drawing nine feet of water.⁷ He was boat, and captain, and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck⁸ giving the orders and executing them: 'Stop her, sir! Ling-a-ling-ling.' The headway ran almost out, and he drew up slowly towards the sidewalk.

4. A person's **gait** is the way that person walks.

5. **Starboard** is the right side of a ship or boat.

6. **Rounded-to** means "turned."

7. A ship **drawing nine feet of water** needs nine feet of water in order to float safely.

8. The **hurricane-deck** of a ship is the light upper deck.

inspiration (in' spə rā' shən) *n.* an action, person, or thought that causes someone to have an idea



ridicule (rid'a kŭl') *n.* mean words or actions that make fun of someone or something



To Sum Up

- Tom thinks of a great plan.
- He starts to paint the fence.
- Ben Rogers watches Tom paint.

from Tom Sawyer

55

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Focus students on the sentence that contains the word **inspiration**. Ask students to name a time when they had an inspiration. **Model** *Last night, I saw a picture of a cake in a magazine. It gave me the idea to make a cake for my friend's birthday. The picture was my inspiration for making a cake.* Then focus students on the sentence that contains the word **ridicule**. **Ask:** *Why was Tom worried about ridicule? (because he had to work and his friends did not)*

Word Study

Compound Words

Point out the words *deep-toned*, *steamboat*, and *engine-bells* on lines 39, 40, and 45. Ask students what they notice about the structure of the words. Elicit that they are all compound words, or words made up of smaller words. Remind students that they can usually figure out the meaning of a compound word by thinking about the meaning of the smaller words it contains. Help them use this strategy to figure out the meaning of *deep-toned* (something that has a tone or sound that is deep), and *steamboat* (a boat that is powered by steam). Encourage students to use this strategy to figure out the meaning of other compound words in this selection. Have students complete page A11.

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Model** / *am going to reread what Ben says. He says "Ling-a-ling-a-ling! Chow! ch-chow-wow-chow!" It sounds like he is making lots of noise. One part of the question asks which character is calm and quiet. Ben is not calm and quiet. What is Tom doing in this part? Here it says "Tom went on whitewashing—paid no attention to the steamer." I think Tom is the one who is calm and quiet. Continue modeling this thought process to complete the exercise.*



Comparing Literature

How do Tom and Ben act? Write *T* before the words that describe Tom. Write *B* before the words that describe Ben.

- B loud and annoying
- T calm and quiet
- T thinks about things
- B jumps around
- T well-spoken
- B not well-spoken

Follow along as your teacher leads the class in reading aloud the second set of boxed text on the page.

To Sum Up

- Ben pretends that he is on the deck of a ship. He makes steamboat noises.
- Tom continues to paint the fence.
- Ben asks Tom about painting the fence.

56

50 'Ship up to back! Ling-a-ling-ling!' His arms straightened and stiffened down his sides. 'Set her back on the stabboard! Ling-a-ling-ling! Chow! ch-chow-wow-chow!' his right hand meantime, describing stately circles, for it was representing a forty-foot wheel. 'Let her go back on the labboard! Ling-a-ling-ling! Chow-ch-chow-chow!' The left hand began to describe circles.

'Stop the stabboard! Ling-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ling-a-ling-ling! Chow-ow-ow!

60 Get out that head-line! Lively, now! Come—out with your spring-line—what're you about there? Take a turn round that stump with the bight of it! Stand by that stage now—let her go! Done with the engines, sir! Ling-a-ling-ling! 'Sht! s'sht! sht!' (Trying the gauge-cocks.)⁹

Tom went on whitewashing—paid no attention to the steamer. Ben stared a moment, and then said:

'Hi-yi! You're up a stump,¹⁰ ain't you!'

No answer. Tom surveyed his last touch with the eye of an artist; then he gave his brush another gentle sweep, and surveyed the result as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

'Hello, old chap, you got to work, hey?'

'Why, it's you, Ben! I warn't noticing.'

'Say, I'm going in a swimming, I am. Don't you wish you could? But of course, you'd druther work, wouldn't you? 'Course you would!'

Tom contemplated¹¹ the boy a bit, and said:

'What do you call work?'

9. A **gauge cock** measures the water level inside a ship.

10. **Up a stump** means "in a difficult situation."

11. **Contemplated** means "thought carefully about."

Fluency

Expression and Intonation: Dialogue

Intermediate Tell students that they will be doing a choral reading of the second set of boxed text on page 56. Remind students to change their voices for different characters and to apply what they know about the character. Model the fluency skill as you read the text at a moderate tempo. Then have all students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have students join you in a shared reading. Direct students to follow along in their books as you read aloud the second set of boxed text. Have them notice how you change your voice for each character. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

'Why, ain't that work?'

Tom resumed his whitewashing, and answered carelessly:

'Well, maybe it is, and maybe it ain't. All I know is, it suits Tom Sawyer.'

'Oh, come now, you don't mean to let on that you like it?'

The brush continued to move.

'Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?'

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again, Ben watching every move, and getting more and more interested, more and more absorbed. Presently he said:

'Say, Tom, let me whitewash a little.'

Tom considered: was about to consent; but he altered his mind: 'No, no; I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn't mind, and she wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done.'

'No—is that so? Oh, come now; lemme just try, only just a little. I'd let you, if you was me, Tom.'

'Ben, I'd like to, honest injun; but Aunt Polly—well, Jim wanted to do it, but she wouldn't let him. Sid wanted to do

80



Comprehension Check

Reread the boxed text. Underline what Tom says to convince Ben that painting a fence is special.

criticized (krit' ə sīzd') v. judged the good and bad parts of something



consent (kən sent') v. to give permission



To Sum Up

- ▶ Tom tells Ben that he enjoys painting the fence.
- ▶ Ben wants to try painting.
- ▶ Tom says he can't let him.

from Tom Sawyer

57

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Does Tom really think that whitewashing a fence is special? How do you know? (No. At the beginning of the story, Tom felt bad about having to whitewash the fence. He is pretending to like the job so that he can trick Ben.)*

Content Vocabulary

Read aloud the words and definitions. Focus students on the sentence that contains the word *criticized*. Ask students to tell how Tom criticized his work. **Model** *When Tom criticized his work, he decided what he liked about it and what he wanted to change.* Then focus students on the sentence that contains the word *consent*. **Ask:** *Why doesn't Tom consent to let Ben whitewash the fence? (because he wants Ben to think the job is fun)*

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined.

Ask: *What is Tom doing? (sitting on a barrel and eating an apple) What might Tom be feeling? (He probably feels happy.) Why does he feel this way? (because his plan is working)*



Comparing Literature

Ben finally gets to paint the fence. Underline the words that show how Tom feels about this. In your own words, write how Tom feels.

Possible Answer: Tom is

happy that Ben is painting

the fence.

To Sum Up

- Ben begs Tom to let him paint.
- Tom finally lets Ben paint the fence.
- Tom fools other boys into painting the fence, too.

it, and she wouldn't let Sid. Now, don't you see how I am
110 fixed? If you was to tackle this fence, and anything was to happen to it—'

'Oh, shucks; I'll be just as careful. Now lemme try.

Say—I'll give you the core of my apple.'

'Well, here. No, Ben; now don't; I'm afeard—'

'I'll give you all of it!'

Tom gave up the brush with reluctance in his face, but alacrity¹² in his heart. And while the late steamer *Big Missouri* worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs,
120 munched his apple, and planned the slaughter of more innocents.¹³ There was no lack of material; boys happened along every little while; they came to jeer,¹⁴ but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with; and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning Tom was literally rolling in wealth. He had, besides
130 the things I have mentioned, twelve marbles, part of a jew's harp, a piece of blue bottle-glass to look through, a spool-cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar—but no dog—the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash. He had had a nice, good, idle time all the while—plenty of company—and the fence had three coats

12. **Alacrity** is an eagerness to do something.

13. **Planned the slaughter of more innocents** means that Tom planned to fool the other boys into painting the fence.

14. To **jeer** is to tease or make fun of someone or something.

of whitewash on it! If he hadn't run out of whitewash he would have bankrupted¹⁵ every boy in the village.

Tom said to himself that it was not such a hollow world after all. He had discovered a great law of human action, without knowing it, namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that work consists of whatever a body is obliged to do, and that play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers, or performing on a tread-mill, is work, whilst rolling nine-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service that would turn it into work, then they would resign.

140

150



Comprehension Check

Reread the boxed text.
Underline the words that tell you what Tom learns about people.

To Sum Up

- Tom learns that people want things that they cannot have.

15. **Bankrupted** means that Tom would have taken all of the money the boys had.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *Why does Tom think people always want things that they cannot have? (because when Tom told the boys that they could not whitewash the fence, they wanted to do it) Do you think this is true about people? Why or why not? (Possible response: Yes, this is true. People always want what someone else has, like when your neighbor gets a new car or a big-screen TV.)*

Differentiated Instruction

Clarify the Text Support students in understanding the lesson Tom learns about people.

Beginning Read aloud the statement in the To Sum Up box. **Ask:** *What kinds of things do people want? (things they cannot have) How does Tom learn this lesson? (by tricking his friends into painting the fence)*

Intermediate Have partners read aloud the boxed text on page 59. Then have them complete these sentence frames: *Tom convinces the boys to _____. (paint the fence for him and give him things) He learns that people want things if _____. (they cannot have them)*

Advanced Explain that Tom learns a lesson about how people think and act. Encourage students to reread the text that summarizes what Tom learned (the second sentence of the paragraph). Ask them to restate this lesson in their own words.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements so far. Then have students discuss possible reasons that José likes hard work. Then have them discuss whether José is similar to Tom Sawyer or different from him. Provide the following sentence frames for students to complete:

One reason José might like hard work is _____. (he wants to be like his parents)

José and Tom Sawyer are ____ (similar/different) because _____. (different; Tom Sawyer does not like to work)



Calloused skin is skin that has become thick and worn down from work.

They said that José was born with a ring of dirt around his neck, with grime under his fingernails, and skin **calloused** from the grainy twist of a shovel. They said his palms were already rough by the time he was three, and soon after he learned his primary colors, his squint was the squint of an aged laborer. They said he was a born worker.

By seven he was drinking coffee slowly, his mouth pursed the way his mother sipped. He wore jeans, a shirt with sleeves rolled to his elbows. His eye could measure a length ¹⁰ of board, and his knees genuflected¹ over flower beds and leafy gutters.

They said lots of things about José, but almost nothing of his parents. His mother stitched at a machine all day, and his father, with a steady job at the telephone company, climbed splintered, sun-sucked poles, fixed wires and looked around the city at tree level.

"What do you see up there?" José once asked his father.

"Work," he answered. "I see years of work, *mi'jo*."²

José took this as a truth, and though he did well in ²⁰ school, he felt destined to labor. His arms would pump, his

To Sum Up

- José seems grown-up by age 7. He can work as hard as an adult.
- José is a good student, but he likes hard work better than school.

1. To **genuflect** is to kneel with respect.

2. **Mi'jo** is Spanish slang for "my son."

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A10.

legs would bend, his arms would carry a world of earth.

He believed in hard work, believed that his strength was as ancient as a rock's.

"Life is hard," his father repeated from the time José could first make out the meaning of words until he was stroking his fingers against the grain of his sandpaper beard.

His mother was an example to José. She would raise her hands, showing her fingers pierced from the sewing machines. She bled on her machine, bled because there was money to make, a child to raise, and a roof to stay under.

One day when José returned home from junior high, his cousin Arnie was sitting on the lawn sucking on a stalk of grass. José knew that grass didn't come from his lawn. His was cut and **pampered**, clean.

"José!" Arnie shouted as he took off the earphones of his CD Walkman.

"Hi, Arnie," José said without much enthusiasm. He didn't like his cousin. He thought he was lazy and, worse, spoiled by the trappings³ of being middle class. His parents had good jobs in offices and showered him with clothes, shoes, CDs, vacations, almost anything he wanted. Arnie's family had never climbed a telephone pole to size up the future.

Arnie rose to his feet, and José saw that his cousin was wearing a new pair of high-tops. He didn't say anything.

"Got an idea," Arnie said cheerfully. "Something that'll make us money."

José looked at his cousin, not a muscle of curiosity twitching in his face.

3. **Trappings** are things people own that show they have a comfortable life.

enthusiasm (en thōō' zē az am)
n. strong interest or excitement about something



Pampered means "treated with a lot of attention."



José thinks that Arnie is lazy. Underline what Arnie and his family do that makes José think this.

To Sum Up

- José's parents have taught him that life is full of hard work.
- José's cousin, Arnie, is waiting for him one day after school.
- Arnie has an idea for a way that he and José can make money.

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined. **Ask:** *Why might these things make José think that Arnie is lazy? (Arnie has everything he wants, so he has no reason to work hard.)*

Content Vocabulary

Read aloud the word and definition. **Ask:** *José does not feel enthusiasm when he sees his cousin Arnie. Why not? (He does not like Arnie. He thinks Arnie is lazy and spoiled.)*

Short Vowel /o/

Tell students they are going to practice pronouncing and identifying the short vowel sound /o/ spelled *o*. Write a list of words on the board, such as *mom, hot, pot, nod, fox, and box*. Pronounce the words, and have students pay attention to the shape your mouth makes as you say the /o/ sound. Then have students say each word.

Point out the words at the bottom of page 61 with /o/ spelled *o* (*got, not*). Ask students to find other words with the short vowel sound /o/ spelled *o* on pages 63 (*job, lot, honest*), 64 (*jobs, rocks, pond*), 65 (*got, knocked*), and 67 (*bottle*). Briefly explain their meanings and have students repeat them.

Then have students practice recognizing the short *o* sound when writing. Slowly pronounce the following words and ask students to write each word: *hot, hop, stop, pop*.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread To Sum Up on this page. Then have students predict what will happen after Arnie and José form a company. Have students use the following sentence frames:

José will _____. (do all the work)

Arnie will _____. (find a way to get out of doing any work)

Round up means "find."

To Sum Up

- Arnie says that he can find jobs for José to do. They can form a company.
- Arnie tells José about a rich man named Bechtel. Bechtel made a lot of money through hard work.

Still, Arnie explained that since he himself was so clever with words, and his best cousin in the whole world was good at working with his hands, that maybe they might start a company.

"What would you do?" José asked.

"Me?" he said brightly. "Shoot, I'll **round up** all kinds of jobs for you. You won't have to do anything." He stopped, then started again. "Except—you know—do the work."

"Get out of here," José said.

60 "Don't be that way," Arnie begged. "Let me tell you how it works."

The boys went inside the house, and while José stripped off his school clothes and put on his jeans and a T-shirt, Arnie told him that they could be rich.

"You ever hear of this guy named Bechtel?"⁴ Arnie asked.

José shook his head.

70 "Man, he started just like us," Arnie said. "He started digging ditches and stuff, and the next thing you knew, he was sitting by his own swimming pool. You want to sit by your own pool, don't you?" Arnie smiled, waiting for José to speak up.

"Never heard of this guy Bechtel," José said after he rolled on two huge socks, worn at the heels. He opened up his chest of drawers and brought out a packet of Kleenex.

Arnie looked at the Kleenex.

"How come you don't use your sleeve?" Arnie joked.

José thought for a moment and said, "I'm not like you." He smiled at his retort.

4. **Bechtel** is probably Stephen Bechtel. He was the president of a famous construction company. He lived from 1900–1989.

"Listen, I'll find the work, and then we can split it fifty-fifty."

José knew fifty-fifty was a bad deal.

"How about sixty-forty?" Arnie suggested when he could see that José wasn't going for it. "I know a lot of people from my dad's job. They're waiting for us."

José sat on the edge of his bed and started to lace up his boots. He knew that there were **agencies** that would find you work, agencies that took a portion of your pay. They're cheats, he thought, people who sit in air-conditioned offices while others work.

"You really know a lot of people?" José asked.

"Boatloads," Arnie said. "My dad works with this millionaire—honest—who cooks a steak for his dog every day."

He's a liar, José thought. No matter how he tried, he couldn't picture a dog grubbing⁵ on steak. The world was too poor for that kind of silliness.

"Listen, I'll go eighty-twenty," José said.

5. **Grub** is slang for food. **Grubbing** means "eating."

REFLECT

Compare and Contrast

Work is the subject of both *Tom Sawyer* and "Born Worker." Compare how the main character in each story feels about hard work.

Tom Sawyer wants to avoid work. José thinks hard

work is good.



Talk about your answer with a partner.

agencies refers to companies that help workers find jobs.



Comprehension Check

What does José think about agents who spend their days inside offices? Check one.

- ☐ José admires their hard work.
- ☒ José thinks they are cheaters.
- ☐ José wants to work in an office.

To Sum Up

- Arnie says that he and José can share the money they make.
- José does not believe Arnie's stories about rich people.

Born Worker

63

Interactive Question-Response

Comprehension Check

Have students identify words in the text that support their answer. ("They're cheats, he thought, people who sit in air-conditioned offices while others work.")

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *José works hard. Tom tricks other people into doing his work. That tells me the characters feel differently about hard work.* Write the following sentence frames on the board to help students organize their thoughts.

Tom Sawyer thinks hard work is ____.

José thinks hard work is ____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 62 and 63, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 62 and 63, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Differentiated Instruction

Clarify the Text Support students in understanding how José responds to what Arnie says.

Beginning Read aloud the last bullet in the To Sum Up box. **Ask:** *Does José think Arnie is lying or telling the truth? (lying)*

Intermediate Have partners read aloud the boxed text on page 63. Then have them complete these sentence frames: *Arnie says that he and José can ____.* (*share the money they earn*) *José does not like this idea because ____.* (*he thinks that it is unfair*)

Advanced Explain that Arnie wants José to split the money they earn together. Encourage students to reread the conversation between Arnie and José. Have students summarize what Arnie says and what José says back. Encourage students to use a variety of sentence lengths in their oral summaries.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Focus students on the sentence that contains the word *assumed*. **Model** *I assumed that my friend knew how to get to my house, but she did not. What I assumed was not true. José assumed he could get work without asking for it.* **Ask:** *Is what José assumed true? (No.)* Then focus students on the sentence that contains the word *accompanied*. **Ask:** *Did Arnie do any work when he accompanied José? (No, he did not do very much. He helped once in a while, but mostly he did nothing.)*

assumed (ə sūmd') *v.* thought of something as a fact



Something that is **rickety** can fall apart easily.

accompanied (ə kum' pə nēd) *v.* went with



Debris is the pieces of something that has been destroyed.

To Sum Up

- José and Arnie decide José gets seventy percent and Arnie gets thirty percent of the money.
- Arnie finds jobs for José to do in the next two weeks.
- José does a lot of work. Arnie does very little work.

64

"Aw, man," Arnie whined. "That ain't fair."

100 José laughed.

"I mean, half the work is finding the jobs," Arnie explained, his palms up as he begged José to be reasonable.

José knew this was true. He had had to go door-to-door, and he disliked asking for work. He assumed that it should automatically be his since he was a good worker, honest, and always on time.

"Where did you get this idea, anyhow?" José asked.

"I got a business mind," Arnie said proudly.

"Just like that Bechtel guy," José retorted.

110 "That's right."

José agreed to a seventy-thirty split, with the condition that Arnie had to help out. Arnie hollered, arguing that some people were meant to work and others to come up with brilliant ideas. He was one of the latter. Still, he agreed after José said it was that or nothing.

In the next two weeks, Arnie found an array of jobs. José peeled off shingles from a **rickety** garage roof, carried rocks down a path to where a pond would go, and spray-painted lawn furniture. And while Arnie accompanied him, most 120 of the time he did nothing. He did help occasionally. He

did shake the cans of spray paint and kick aside **debris** so that José didn't trip while going down the path carrying the rocks. He did stack the piles of shingles, but almost cried when a nail bit his thumb. But mostly he told José what he had missed or where the work could be improved. José was bothered because he and his work had never been criticized before.

Word Study

BLM

Word Families

Point out the word *disliked*. Ask students to notice the base word *like* inside the longer word. Explain that a word family is a group of words that have the same base. Have students give examples of words in the same family as *disliked*.

Model *I know that if a lot of people like something, we say that it is likeable. The word likeable also has the base word like. So it is in the same word family as disliked. Continue the process with words such as unlikable and liking. Then have students practice word families by completing the activity on p. A12.*

But soon José learned to ignore his cousin, ignore his comments about his spray painting, or about the way he **lugged** rocks, two in each arm. He didn't say anything, either, when they got paid and Arnie rubbed his hands like a fly, muttering, "It's payday."

Then Arnie found a job scrubbing a drained swimming pool. The two boys met early at José's house. Arnie brought his bike. José's own bike had a flat that grinned like a clown's face.

"I'll pedal," José suggested when Arnie said that he didn't have much leg strength.

With Arnie on the handlebars, José tore off, his pedaling so strong that tears of fear formed in Arnie's eyes.

"Slow down!" Arnie cried.

José ignored him and within minutes they were riding the bike up a gravel driveway. Arnie hopped off at first chance.

"You're scary," Arnie said, picking a gnat from his eye.

José chuckled.

When Arnie knocked on the door, an old man still in pajamas appeared in the window. He **motioned** for the boys to come around to the back.

"Let me do the talking," Arnie suggested to his cousin. "He knows my dad real good. They're like this." He pressed two fingers together.

José didn't bother to say OK. He walked the bike into the backyard, which was lush with plants—roses in their last bloom, geraniums, hydrangeas, pansies with their skirts of bright colors. José could make out the splash of a fountain. Then he heard the hysterical yapping of a poodle. From all his noise, a person might have thought the dog was on fire.

130

Lugged means "carried with effort."



Comparing Literature

How does Arnie earn his money? Check one.

- ☐ He works as hard as José.
- ☐ He fixes a roof, builds a pond, and paints furniture.
- ☒ He convinces people to do things for him.

140

Motioned means "signaled or gestured."

150

To Sum Up

- Arnie finds José a job cleaning a swimming pool.
- Arnie is too lazy to ride his bike there. José rides Arnie's bike with Arnie on the handlebars.
- Arnie tells José that the pool owner is a friend of his father.

Interactive Question-Response

Comparing Literature

Ask students to share their answers. **Ask:** *Do Arnie and José both earn their money by hard work? (No.) What does Arnie do to get money? (He finds jobs for José to do.)*

Interactive Question-Response

Point out the use of formal English on this page when Arnie addresses Mr. Clemens a “Mr.,” instead of using his first name. Discuss uses of Mr., Mrs., Miss, and Ms. when addressing certain adults. Have children share examples of how they use these titles with people in their own lives and explain why they do so in those situations. Then have students describe more informal situations when it might not be appropriate to use “Mrs. Miss, Ms., or Mr.,” such as with close friends or family members.

To Sum Up

Beginning Have students work in pairs to reread all To Sum Up statements from pages 61–66. Then have students work together to decide how José and Arnie are similar and different. Provide the following sentence frames for students to complete:

Arnie and José are similar because _____. (they are the same age and they both want to earn money)

Arnie and José are different because _____. (José works very hard but Arnie does not)

When Arnie says, “Hi, Mr. Clemens,” he is using formal language to show respect to an adult. He uses “Mr.” instead of the man’s first name. Suppose Arnie was saying hello to a friend his own age. How would this greeting be different?

Supervise means “to tell a person what to do to finish a job.”

To Sum Up

- Mr. Clemens owns the pool. He only wants to pay one boy for work.
- Arnie says that he and José understand.
- Arnie tells Mr. Clemens that José is a good worker.

160 “Hi, Mr. Clemens,” Arnie said, extending his hand. “I’m Arnie Sanchez. It’s nice to see you again.”

José had never seen a kid actually greet someone like this. Mr. Clemens said, hiking up his pajama bottoms, “I only wanted one kid to work.”

“Oh,” Arnie stuttered. “Actually, my cousin José really does the work and I kind of, you know, **supervise**.”

Mr. Clemens pinched up his wrinkled face. He seemed not to understand. He took out a pea-sized hearing aid, fiddled with its tiny dial, and fit it into his ear, which was 170 surrounded with wiry gray hair.

“I’m only paying for one boy,” Mr. Clemens shouted. His poodle click-clicked and stood behind his legs. The dog bared its small crooked teeth.

“That’s right,” Arnie said, smiling a strained smile. “We know that you’re going to compensate⁶ only one of us.”

Mr. Clemens muttered under his breath. He combed his hair with his fingers. He showed José the pool, which was shaped as round as an elephant. It was filthy with grime. Near the bottom some grayish water shimmered and leaves 180 floated as limp as cornflakes.

“It’s got to be real clean,” Mr. Clemens said, “or it’s not worth it.”

“Oh, José’s a great worker,” Arnie said. He patted his cousin’s shoulders and said that he could lift a mule.

Mr. Clemens sized up José and squeezed his shoulders, too.

“How do I know you, anyhow?” Mr. Clemens asked Arnie, who was aiming a smile at the poodle.

6. To **compensate** is to pay someone for work.

"You know my dad," Arnie answered, raising his smile to the old man. "He works at Interstate Insurance. You and he had some business deals."

Mr. Clemens thought for a moment, a hand on his mouth, head shaking. He could have been thinking about the meaning of life, his face was so dark.

"Mexican **fella**?" he inquired.

"That's him," Arnie said happily.

José felt like hitting his cousin for his cheerful attitude. Instead, he walked over and picked up the white plastic bottle of bleach. Next to it were a wire brush, a pumice stone, and some rags. He set down the bottle and, like a surgeon, put on a pair of rubber gloves.

"You know what you're doing, boy?" Mr. Clemens asked.

José nodded as he walked into the pool. If it had been filled with water, his chest would have been wet. The new hair on his chest would have been floating like the legs of a jellyfish.

190

200

Fella is slang for fellow, or man.

REFLECT

Compare and Contrast

What do you think Tom Sawyer would do if he were in Arnie's place?

Possible answer: Tom would probably act the same way. Tom and Arnie both like to avoid work. They like to let others do the work.



Talk about your answer with a partner.

To Sum Up

- Arnie says that his father and Mr. Clemens know each other.
- José picks up cleaning supplies and starts cleaning the pool.
- Arnie continues to talk.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** / *remember that Tom Sawyer did not like to work. He pretended to like working so his friends would do all of the work for him. Write the following sentence frame on the board to help students organize their thoughts.*

If Tom Sawyer were in Arnie's place, Tom would

_____.

English Language Learning Strategies

Remind students that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to show and/or draw what Tom Sawyer might do if he were in Arnie's place.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *What does Mr. Clemens think about José? (He thinks that José is a hard worker.) What does Mr. Clemens think about Arnie? (Arnie is not doing any work. Mr. Clemens probably does not want to pay Arnie.) How do you know? (Mr. Clemens ignores Arnie and watches José.)*



Comprehension Check

Underline what Arnie does to convince Mr. Clemens he and José are good workers.

Cupped means “shaped a hand into the form of a cup.”

To Sum Up

- José cleans the pool.
- Arnie does not help José clean the pool. He stands and talks to Mr. Clemens.
- Arnie stops working when Mr. Clemens leaves. José continues to clean.

“Oh, yeah,” Arnie chimed, speaking for his cousin. “José was born to work.”

210 José would have drowned his cousin if there had been more water. Instead, he poured a bleach solution into a rag and swirled it over an area. He took the wire brush and scrubbed. The black algae⁷ came up like a foamy monster.

“We’re a team,” Arnie said to Mr. Clemens.

Arnie descended into the pool and took the bleach bottle from José. He held it for José and smiled up at Mr. Clemens, who, hands on hips, watched for a while, the poodle at his side. He **cupped** his ear, as if to pick up the sounds of José’s scrubbing.

220 “Nice day, huh?” Arnie sang.

“What?” Mr. Clemens said.

“Nice day,” Arnie repeated, this time louder. “So which ear can’t you hear in?” Grinning, Arnie wiggled his ear to make sure that Mr. Clemens knew what he was asking.

Mr. Clemens ignored Arnie. He watched José, whose arms worked back and forth like he was sawing logs.

“We’re not only a team,” Arnie shouted, “but we’re also cousins.”

230 Mr. Clemens shook his head at Arnie. When he left, the poodle leading the way, Arnie immediately climbed out of the pool and sat on the edge, legs dangling.

“It’s going to be blazing,” Arnie complained. He shaded his eyes with his hand and looked east, where the sun was rising over a sycamore, its leaves hanging like bats.

José scrubbed. He worked the wire brush over the black

7. *Algae* are plants that grow in water.

and green stains, the grime dripping like tears. He finished a large area. He hopped out of the pool and returned hauling a garden hose with an attached **nozzle**. He gave the cleaned area a blast. When the spray got too close, his cousin screamed, got up, and, searching for something to do, picked a **loquat** from a tree.

240

"What's your favorite fruit?" Arnie asked.

José ignored him.

Arnie stuffed a bunch of loquats into his mouth, then cursed himself for splattering juice on his new high-tops. He returned to the pool, his cheeks fat with the seeds, and once again sat at the edge. He started to tell José how he had first learned to swim. "We were on vacation in Mazatlán.⁸ You been there, ain't you?"

José shook his head. He dabbed the bleach solution onto the sides of the pool with a rag and scrubbed a new area.

250

"Anyhow, my dad was on the beach and saw this drowned dead guy," Arnie continued. "And right there, my dad got scared and realized I couldn't swim."

Arnie rattled on about how his father had taught him in the hotel pool and later showed him where the drowned man's body had been.

"Be quiet," José said.

"What?"

"I can't concentrate," José said, stepping back to look at the cleaned area.

260

Arnie shut his mouth but opened it to lick loquat juice

A **nozzle** is a short tube at the end of a hose. It controls the flow of water.

A **loquat** is a small, yellow fruit.

concentrate (kon' sən trāt') v. to give attention to or put effort into



To Sum Up

- Arnie sits and tells José stories
- José does not want Arnie to talk to him while he works.

8. **Mazatlán** is a place by the sea in Mexico where people like to go on vacation.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *What makes it difficult for José to concentrate? (Arnie keeps talking.)*

Differentiated Instruction

Clarify the Text Support students in understanding how Arnie bothers José.

Beginning Read aloud the To Sum Up box. **Ask:** *What is José doing? (working; cleaning the pool) Is Arnie helping José? (no) What is Arnie doing? (talking) How do you think this makes José feel? (angry, upset)*

Intermediate Have partners read aloud the boxed text on page 69. Then have them complete these sentence frames: *José works hard to clean the pool but Arnie _____. (does not help) José asks Arnie _____. (to be quiet and let him work)*

Advanced/Advanced High Explain that Arnie is distracting José from the work he is doing. Encourage students to reread the text that shows what Arnie does while José is working. Have the students discuss why Arnie's actions might bother José.

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined and wrote. **Ask:** *Why do you think José feels this way? (He does not think it is fair that he has to do all the work. Arnie is bothering him and making his job harder.)*

To **drench** something is to soak it with liquid.



Comparing Literature

Underline what José says that helps you understand how he thinks and feels.

In your own words, write what José thinks and feels.

Possible answer: José is tired
of Arnie's stories. José only
wants to finish the work.

To Sum Up

- Arnie continues to talk while José cleans.
- José wants Arnie to be quiet. Arnie does not listen.
- Mr. Clemens checks the pool.

70

from his fingers. He kicked his legs against the swimming pool, bored. He looked around the backyard and spotted a lounge chair. He got up, dusting off the back of his pants, and threw himself into the cushions. He raised and lowered the back of the lounge. Sighing, he snuggled in. He stayed quiet for three minutes, during which time José scrubbed.

270 His arms hurt but he kept working with long strokes. José knew that in an hour the sun would **drench** the pool with light. He hurried to get the job done.

Arnie then asked, "You ever peel before?"

José looked at his cousin. His nose burned from the bleach. He scrunched up his face.

"You know, like when you get sunburned."

280 "I'm too dark to peel," José said, his words echoing because he had advanced to the deep end. "Why don't you be quiet and let me work?"

Arnie babbled on that he had peeled when on vacation in Hawaii. He explained that he was really more French than Mexican, and that's why his skin was sensitive. He said that when he lived in France, people thought that he could be Portuguese or maybe Armenian, never Mexican.

José felt like soaking his rag with bleach and pressing it over Arnie's mouth to make him be quiet.

290 Then Mr. Clemens appeared. He was dressed in white pants and a flowery shirt. His thin hair was combed so that his scalp, as pink as a crab, showed.

"I'm just taking a little rest," Arnie said.

Arnie leaped back into the pool. He took the bleach bottle and held it. He smiled at Mr. Clemens, who came to inspect their progress.

"José's doing a good job," Arnie said, then whistled a song.

Mr. Clemens peered into the pool, hands on knees, admiring the progress.

"Pretty good, huh?" Arnie asked.

Mr. Clemens nodded. Then his **hearing aid** fell out, and José turned in time to see it roll like a bottle cap toward the bottom of the pool. It leaped into the **stagnant** water with a plop. A single bubble went up, and it was gone.

"Dang," Mr. Clemens swore. He took shuffling steps toward the deep end. He steadied his gaze on where the hearing aid had sunk. He leaned over and suddenly, arms waving, one leg kicking out, he tumbled into the pool. He landed standing up, then his legs buckled, and he crumbled, his head striking against the bottom. He rolled once, and half of his body settled in the water.

"Did you see that!" Arnie shouted, big-eyed.

José had already dropped his brushes on the side of the pool and hurried to the old man, who moaned, eyes closed,

300

A **hearing aid** is a small machine that helps people hear.

Stagnant means "standing still."

310

REFLECT

Compare and Contrast

Aunt Polly is not present for most of the work that happens in Tom Sawyer. Mr. Clemens is not present for most of "Born Worker." How does their absence help the plans of Tom in the first story and Arnie in the second?

Possible answer: Both Tom and Arnie's plans work because no one watches what they really do. They aren't afraid of getting caught or being punished.



Talk about your answer with a partner.

To Sum Up

- Mr. Clemens checks the pool. He likes José's work.
- Mr. Clemens's hearing aid drops into the pool. He falls in, too.

Born Worker

71

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** / *think Tom and Arnie might act differently if the adults were there. What might Aunt Polly do if she saw Tom eating an apple instead of working? I think she would tell Tom to do his work. Write the following sentence frame on the board to help students organize their thoughts.*

Because no adults watch them, Tom and Arnie

English Language Learning Strategies

Remind children that they can ask for synonyms to help clarify words or expressions they do not understand. Provide the following example: What is another way to say "crumbled"? (*broke down; fell apart*)

Interactive Question-Response

Comprehension Check

If students have difficulty responding: **Model** *The question asks about José. If I look back at the story, I can find out what José did. It says "He went into the kitchen and punched in 911 on a telephone." That sounds like he called for help.*

Startled means "scared suddenly."



Comprehension Check

What does José do when Mr. Clemens falls into the pool? Check one.

- ☒ He helps Mr. Clemens out of the pool and calls for help.
- ☐ He rides Arnie's bike back home.
- ☐ He yells at Arnie for causing Mr. Clemens to fall.

To Sum Up

- Mr. Clemens hurts himself badly when he falls.
- Arnie runs away. José helps Mr. Clemens and calls the emergency number 911.

his false teeth jutting from his mouth. A ribbon of blood immediately began to flow from his scalp.

"We better get out of here!" Arnie suggested. "They're going to blame us!"

320 José knelt on both knees at the old man's side. He took the man's teeth from his mouth and placed them in his shirt pocket. The old man groaned and opened his eyes, which were shiny wet. He appeared **startled**, like a newborn.

"Sir, you'll be all right," José cooed, then snapped at his cousin. "Arnie, get over here and help me!"

"I'm going home," Arnie whined.

"You punk!" José yelled. "Go inside and call 911."

Arnie said that they should leave him there.

330 "Why should we get involved?" he cried as he started for his bike. "It's his own fault."

José laid the man's head down and with giant steps leaped out of the pool, shoving his cousin as he passed. He went into the kitchen and punched in 911 on a telephone.

He explained to the operator what had happened. When asked the address, José dropped the phone and went onto the front porch to look for it.

340 "It's 940 East Brown," José breathed. He hung up and looked wildly about the kitchen. He opened up the refrigerator and brought out a plastic tray of ice, which he twisted so that a few of the cubes popped out and slid across the floor. He wrapped some cubes in a dish towel.

When he raced outside, Arnie was gone, the yapping poodle was doing laps around the edge of the pool, and Mr.

Clemens was trying to stand up.

"No, sir," José said as he jumped into the pool, his own knees almost buckling. "Please, sit down."

Mr. Clemens **staggered** and collapsed. José caught him before he hit his head again. The towel of ice cubes dropped from his hands. With his legs spread to **absorb** the weight, José raised the man up in his arms, this fragile man. He picked him up and carefully stepped toward the shallow end, one slow elephant step at a time.

"You'll be all right," José said, more to himself than to Mr. Clemens, who moaned and struggled to be let free.

The sirens wailed in the distance. The poodle yapped, which started a dog barking in the neighbor's yard.

"You'll be OK," José repeated, and in the shallow end of the pool, he edged up the steps. He lay the old man in the lounge chair and raced back inside for more ice and another towel. He returned outside and placed the bundle of cubes on the man's head, where the blood flowed. Mr. Clemens was awake, looking about. When the old man felt his mouth, José reached into his shirt pocket and pulled out his false teeth. He fit the teeth into Mr. Clemens's mouth and a smile appeared, something bright at a difficult time.

"I hit my head," Mr. Clemens said after smacking his teeth so that the fit was right.

José looked up and his gaze floated to a telephone pole, one his father might have climbed. If he had been there, his father would have seen that José was more than just a good

350

360

370

Staggered means "walked in an unsteady way."

Here, **absorb** means "to hold up."



Comparing Literature

Underline the text that shows José's reaction to Mr. Clemens's accident.

How is José's reaction different from Arnie's? Explain.

Possible answer: José helps

Mr. Clemens, but Arnie runs

away. José is good and caring.

To Sum Up

- José helps Mr. Clemens into a chair.
- He places the ice on Mr. Clemens's head and waits for help to arrive.

Interactive Question-Response

Comparing Literature

Have students share what they underlined and wrote. **Ask:** *Think about what José did when Mr. Clemens got hurt. Was that an easy thing to do or a hard thing to do? Why? (It was a hard thing to do. He had to carry Mr. Clemens out of the pool and take care of him while he waited for more help.)*

Interactive Question-Response

Comprehension Check

Have students share what they underlined.

Ask: *What do you think it means that José was “getting to know” himself? How can a person get to know himself or herself? (It means that José was starting to understand the kind of person he was. People can get to know themselves through the choices they make.)*



Comprehension Check

Underline what José realizes about life.

Jabbering is very fast speech that is hard to understand.

With a partner, take turns using this expression in a sentence.

To Sum Up

- José stays with Mr. Clemens until the fire truck arrives.
- Arnie lies to the fireman about what he was doing when the accident happened.
- José learns that some people are hard workers. Some people are liars like Arnie.

74

worker. He would have seen a good man. He held the towel to the old man's head. The poodle, now quiet, joined them on the lounge chair.

A fire truck pulled into the driveway and soon they were surrounded by firemen, one of whom brought out a first-aid kit. A fireman led José away and asked what had happened. He was starting to explain when his cousin reappeared, yapping like a poodle.

380 “I was scrubbing the pool,” Arnie shouted, “and I said, ‘Mr. Clemens, you shouldn’t stand so close to the edge.’ But did he listen? No, he leaned over an . . . Well, you can just imagine my horror.”

José walked away from Arnie’s **jabbering**. He walked away, and realized that there were people like his cousin, the liar, and people like himself, someone he was getting to know. He walked away and in the midmorning heat boosted himself up a telephone pole. He climbed up and saw for himself what his father saw—miles and miles of trees and houses, and a future lost in the layers of
390 yellowish haze.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A10.



A. Write the vocabulary word that best fits each picture.

accompanied

enthusiasm

inspiration



1. enthusiasm 2. accompanied 3. inspiration

B. Write T if the statement is true. Write F if the statement is false.

T 4. Your mother **consents** if she lets you go to the park.

T 5. A mean person often uses **ridicule** against another person.

F 6. It is always easy to **concentrate** if there is a lot of noise around.

C. Reread how each vocabulary word is used in *Tom Sawyer* and "Born Worker." Check the correct meaning.

7. **assumed**

- ☐ made sharp and dangerous
- ☒ believed to be true
- ☐ lifted something heavy

8. **criticized**

- ☒ judged
- ☐ pushed
- ☐ covered with water

9. **inspiration**

- ☐ something that makes you forget
- ☐ something cold and hard
- ☒ something that gives an idea

Vocabulary Check

B. Intermediate

Read each statement aloud. Identify the words in the statement that relate to the vocabulary word. Then ask whether these words match the vocabulary word. For example: *If your mother lets you go to the park, does that mean she consents? I think it does, because she gives you permission.*

Grammar Link

BLM

Interrogative, Exclamatory, and Imperative Sentences

Prepare students to complete the activity master on page A13. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students pair up and take turns describing an experience they had doing a chore or a job. Tell students that they should use at least one example of each of the three sentence types they just learned about as they speak. As students listen to their partners, have them keep track of how many interrogative, exclamatory, and imperative sentences they hear.

Comprehension Check

B. Intermediate

Explain that students can compare and contrast not only what the characters do, but also what kinds of people the characters are and what the characters learn. Encourage students to return to the text for details.

After Reading Have students complete the after reading activity on page 259.



and



Comprehension Check

A. What happens in *Tom Sawyer* and “Born Worker”?

Complete the sentences below.

- Tom Sawyer tricks Ben and the other boys into doing his work.
- Tom learns that people want things that are hard to get.
- The two main characters in “Born Worker” are José and Arnie.
- When Mr. Clemens fell, Arnie ran away.
José called the firefighters and took care of Mr. Clemens.

B. Think about the two texts. Check the correct answer.

- The two characters who are most alike in the texts are
☐ Ben and Mr. Clemens.
☐ Tom Sawyer and José.
☒ Tom Sawyer and Arnie.
- What kind of work do Tom, José, and Arnie have to do?
☐ work in an office
☒ work hard with their hands
☐ work on their bicycles
- Who learns lessons in the end?
☐ Tom Sawyer and Arnie
☒ Tom Sawyer and José
☐ Ben and José

C. Compare the characters of Tom Sawyer and José.

List three ways they are alike or different.

Tom Sawyer	José
Possible answer: does not like hard work; uses words to get his way, tricks people	Possible answer: loves hard work; does not like a lot of talking, does not like cheaters

For more practice, see page 259.



Writing Link

Paragraph

Students should write a short paragraph about the character they would rather be like, Tom Sawyer or José. Have students work in small groups to list words and phrases that describe each character. Encourage students to discuss which qualities are most important to them.

8.3.C Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

I KNOW WHY THE *Caged Bird Sings*



by Maya Angelou

I Know Why the Caged Bird Sings

77

Before You Read

Oral Language

Build Background

Read the title and author. Explain that students will read “I Know Why the Caged Bird Sings” by Maya Angelou, an African-American author who grew up in Stamps, Arkansas. **Ask:** *What does caged mean? (in a cage; locked up) What does the author know? (why a bird in a cage sings)*

Talk About the Autobiography

Explain that “I Know Why the Caged Bird Sings” is about Maya Angelou’s experiences growing up in Stamps, Arkansas. This excerpt from her autobiography is about Mrs. Flowers, a neighbor who takes a special interest in her education.

Beginning **Ask:** *Do you look up to, or admire, someone? (yes/no)* Ask students to name people they admire.

Intermediate Explain that the narrator feels embarrassed in front of Mrs. Flowers, a person she admires. Ask students how they react to embarrassing situations. **Model** *When I feel embarrassed, I turn bright red.*

Advanced Ask students to discuss the difference between liking and admiring someone. Ask questions, such as: *If you like someone, do you look up to, or admire, that person? What does it mean to admire someone?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Autobiography

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Silent Consonant /m/

Literary Element

- Author’s Purpose

Reading Skill

- Analyze Cultural Context

Writing Link

- Letter

Fluency

- Expression and Intonation: Bring Out Meaning

Comprehension

- BLM

Word Study

- Figurative Language: Similes and Metaphors BLM

Grammar Link

- Adverbs of Frequency with Be BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Autobiography

Read aloud Connect to the Autobiography. Reproduce the web on the board. **Model** *My best friend is very important to me. She is important to me because she is caring.* Model writing your response in the web, and have volunteers suggest other responses. Then have students fill in their own webs.

Literary Element Author's Purpose

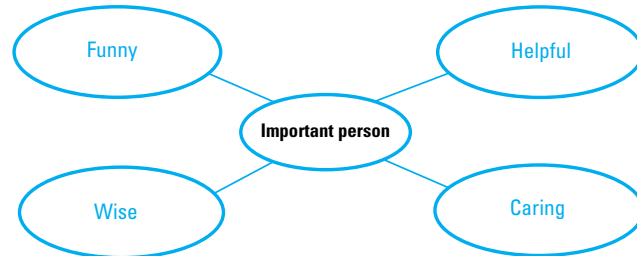
Read aloud the Literary Element. Create a 4-column chart on the board. Label the columns with the four reasons why authors usually write: to explain, to inform, to persuade, and to entertain. Help students generate examples of writing that fit each purpose. For example: **Model** *Board game instructions explain. A newspaper article informs. An advertisement persuades. A comic strip entertains.* Model writing your responses in the chart, and have volunteers suggest other responses.

Reading Skill Analyze Cultural Context

Read aloud the Reading Skill. Remind students why it is important to analyze cultural context. Tell students that analyzing cultural context will help them better understand the characters they are reading about. Think of a historical figure with which students would be familiar, or a character from a story, a television show, or a movie. Then ask students questions, such as: *When and where did this person live? What did this person believe? What were some traditions or values this person cared about?*

Connect to the Autobiography

Think about a person who is important in your life. Who is it? What did you learn from him or her? Why is this person special? Complete the web with words that tell about the person.



Literary Element Author's Purpose

An **author's purpose** is the author's reason for writing. Authors write for one or more of these reasons:

- > to explain
- > to inform
- > to persuade
- > to entertain

You can better understand what you read when you know why an author wrote something. An autobiography is a story about the author written by the author. The author's purpose is usually to inform. As you read, ask yourself why Maya Angelou is sharing this story.

Reading Skill Analyze Cultural Context

Cultural context gives us more information about the time, the place, and the people in a story. Look for details about:

- > customs
- > beliefs
- > traditions
- > relationships

Cultural context is important because it affects how people or characters act.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

aristocrat (ə ris' tə krat) *n.* a person who is related to royalty or acts that way
The aristocrat lives in a big house and has many servants.

➤ Cognate (Spanish) **aristócrata**

persistently (pər sis' tənt lē) *adv.* without giving up; for a long time
She swung the bat persistently until she hit the ball.

➤ Cognate (Spanish) **persistentemente**

competently (kom' pət ənt lē) *adv.* with skill
I can solve math problems competently.
I often help my classmates.

➤ Cognate (Spanish) **competentemente**

intolerant (in tol' ər ənt) *adj.* not accepting
My mother is intolerant of dogs in our house.
She says the dogs are dirty.

➤ Cognate (Spanish) **intolerante**

illiteracy (i lit' ə ə se) *n.* not being able to read or write

In the 1800s many people could not read.
Illiteracy was a problem.

cascading (kas kād' ing) *v.* flowing down fast
The water was cascading off the roof.

Content Vocabulary

shame (shām) *n.* a feeling that you are bad or did something bad
David felt shame after he called his friend a mean name.



intimate (in' tə mit) *adj.* close and personal
Rosa had an intimate talk with her mom about dating.



provisions (prə vizh' əns) *n.* goods or supplies (p. 88)
We bought provisions to prepare for the storm.



compliments (kom' plə mants) *n.* praise or approval
People gave her many compliments on her pretty new sweater.



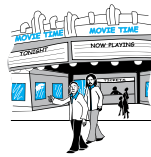
infuse (in fūz') *adj.* to put into; to fill
The candle will infuse the air with a nice smell.



chat (chat) *v.* talk
Mrs. Perez likes to chat with people in her store.



standards (stan' dards) *n.* rules for deciding if something is good
I will only see certain movies. My standards are high.



recite (ri sīt') *v.* speak aloud from memory
The teacher asked me to recite the poem in front of the class.



For more practice, see page 260.

I Know Why the Caged Bird Sings

79

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: An **aristocrat** is a person who is related to royalty or acts that way. **Example:** The **aristocrat** wears expensive clothing. **Ask:** What is another example of something that you expect an aristocrat to do or have? **EXAMPLE**

When you do something **persistently**, you don't give up or you do something for a long time. *Naoko works persistently to finish her homework.* What is another word for **persistently**? **SYNONYM**

Continue the process with **competently**, **intolerant**, **illiteracy**, and **cascading**.

Content Vocabulary

Shame is a feeling that you are bad or that you have done something bad. *The student felt shame when he cheated on his test.* When you feel embarrassment after having done something wrong, you might not necessarily feel shame. How are the words **shame** and **embarrassment** the same? How are they different? **COMPARE AND CONTRAST**

If something is **intimate**, it is close and personal. *Miguel had an intimate conversation with his grandfather about his dreams and goals.* What is a word that means the opposite of **intimate**? **ANTONYM**

Goods or supplies are called **provisions**. *The family purchased provisions for their camping trip.* Why would you need to buy provisions before going on a camping trip? **EXPLANATION**

Continue the process with **compliments**, **infuse**, **chat**, **standards**, and **recite**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 260.

Phonics

Silent Consonant /m/

Tell students they are going to practice identifying and pronouncing words with the silent consonant combined with the /m/ sound. Explain that some words that contain the /m/ sound are spelled with the letters **mb** or **mn**. Point out that in almost all of these cases, the **b** and **n** are silent. Write the following words on the board: *hymn, autumn, thumb, comb, bomb, lamb*. Briefly explain their meanings and have students pronounce them after you. Then have students underline the letters that make the /m/ sound.

Tell students to look for the word *hymn* on page 88 as they read the selection.

I KNOW WHY THE Caged Bird Sings



Interactive Question-Response

Background Information

Read aloud the note. Ask students to think about how they would feel if they were forced to go to a different school, ride different buses, eat in different restaurants, and use different bathrooms because of the color of their skin.

Model *I think I would feel angry if I was treated unequally because of the color of my skin.*

Background Information

Maya Angelou grew up in Arkansas in the 1930s. At that time, African Americans were not treated as equals. African Americans and whites could not use the same schools, buses, restaurants, and bathrooms.

A **measure** is the example to which people are compared.

To Sum Up

- Mrs. Flowers is the only African American aristocrat in town.
- Marguerite admires Mrs. Flowers for her good manners.

Mrs. Bertha Flowers was the **aristocrat** of Black Stamps. She had the grace of control to appear warm in the coldest weather, and on the Arkansas summer days it seemed she had a private breeze which swirled around, cooling her. She was thin without the taut look of wiry people, and her printed voile¹ dresses and flowered hats were as right for her as denim overalls for a farmer. She was our side's answer to the richest white woman in town.

Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too.

I don't think I ever saw Mrs. Flowers laugh, but she smiled often. A slow widening of her thin black lips to show even, small white teeth, then the slow effortless closing. When she chose to smile on me, I always wanted to thank her. The action was so graceful and inclusively benign.²

She was one of the few gentlewomen I have ever known, and has remained throughout my life the **measure** of what a human being can be.

Vocabulary

aristocrat (ə ris' tə krat) *n.* a person who is related to royalty or acts that way

1. **Voile** is a light cotton fabric.

2. Here, **benign** means "kind."

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A16.

Momma had a strange relationship with her. Most often when she passed on the road in front of the Store, she spoke to Momma in that soft yet carrying voice, "Good day, Mrs. Henderson." Momma responded with "How you, Sister Flowers?"

Mrs. Flowers didn't belong to our church, nor was she Momma's familiar. Why on earth did she insist on calling her Sister Flowers? Shame made me want to hide my face. Mrs. Flowers deserved better than to be called Sister. Then, Momma left out the verb. Why not ask, "How *are* you, Mrs. Flowers?" With the unbalanced passion of the young, I hated her for showing her ignorance to Mrs. Flowers. It didn't occur to me for many years that they were as alike as sisters, separated only by formal education.

Although I was upset, neither of the women was in the least shaken by what I thought an unceremonious greeting. Mrs. Flowers would continue her easy gait up the hill to her little bungalow, and Momma kept on shelling peas or doing whatever had brought her to the front porch.

Occasionally, though, Mrs. Flowers would drift off the road and down to the Store and Momma would say to me, "Sister, you go on and play." As I left I would hear the beginning of an intimate conversation. Momma persistently using the wrong verb, or none at all.

"Brother and Sister Wilcox is sho'ly the meanest—" "Is," Momma? "Is"? Oh, please, not "is," Momma, for two or more. But they talked, and from the side of the building where I waited for the ground to open up and swallow me, I heard the soft-voiced Mrs. Flowers and the textured voice of my grandmother merging and melting. They were

Vocabulary

persistently (par sis' tant lē) *adv.* without giving up; for a long time

shame (shām) *n.* a feeling that you are bad, or did something bad



Comprehension Check

Reread the boxed text, in lines 41–45. Underline what Momma tells Marguerite to do when Mrs. Flowers comes to the store.

intimate (in' tə mit) *adj.* close and personal



To Sum Up

- Momma calls Mrs. Flowers "Sister."
- Marguerite feels shame, because she thinks Momma is not being respectful to Mrs. Flowers.
- Marguerite wants Momma to speak with correct English.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *shame*. Ask students to think about a time they felt shame. **Model** *I felt shame after I lied to my younger brother.* Read aloud the word and definition for *intimate*. **Ask:** *Which characters have intimate conversations? (Momma and Mrs. Flowers have intimate conversations.)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Why does Momma want the narrator to leave the room? (Momma wants the narrator to leave the room so that she can talk privately with Mrs. Flowers.)*

Differentiated Instruction

Clarify the Text Help students understand why the narrator feels shame when Momma speaks to Mrs. Flowers.

Beginning Read aloud the first two bullets in To Sum Up on page 81. **Ask:** *Does the narrator feel shame because Momma calls Mrs. Flowers "Sister," or because she wishes that her mother would address Mrs. Flowers more formally? (because she calls her sister)*

Intermediate Have partners read aloud the first boxed text on page 81. Then have students complete the following sentence frame: *This sentence tells why the narrator thinks Momma shouldn't call Mrs. Flowers ____ (Sister.)*

Advanced **Ask:** *Why does the narrator feel shame when Momma responds "How you, Sister Flowers"? (The narrator feels shame because Momma forgets to use a verb.)*

Interactive Question-Response

Literary Element Author's Purpose

If students have difficulty responding: **Ask:** *Who does the author compare Mrs. Flowers to? (The author compares Mrs. Flowers to women in English novels.)* **Model:** *I think that the comparison between Mrs. Flowers and women in English novels helps the reader understand how Mrs. Flower acts.* Then restate the question. **Ask:** *Why do you think the author compares Mrs. Flowers to women in English novels?*

Content Vocabulary

Have a student read aloud the word and definition of *provisions*. Ask students to give examples of *provisions* that people typically buy at a store. **Model** *I buy vegetables at the store. Vegetables are an example of provisions.*

Follow along as your teacher leads the class in reading aloud the first through third paragraphs.



Literary Element

Author's Purpose The author compares Mrs. Flowers to a character from a book. Why?

- ☒ to explain to readers what Mrs. Flowers is like
- ☐ to persuade readers to read the book
- ☐ to entertain readers with a funny comparison

provisions (prə vīzh' ənz) *n.*
goods or supplies



To Sum Up

- ▶ Momma and Mrs. Flowers talk together.
- ▶ Mrs. Flowers comes to the store. She asks Maruerite to carry her groceries.

interrupted from time to time by giggles that must have come from Mrs. Flowers (Momma never giggled in her life). Then she was gone.

She appealed to me because she was like people I had never met personally. Like women in English novels who walked the moors³ (whatever they were) with their loyal dogs racing at a respectful distance. Like the women who sat in front of roaring fireplaces, drinking tea incessantly⁴ from silver trays full of scones and crumpets.⁵ Women who walked over the "heath" and read morocco-bound books and had two last names divided by a hyphen. It would be safe to say that she made me proud to be Negro, just by being herself.

She acted just as refined as whitefolks in the movies and books and she was more beautiful, for none of them could have come near that warm color without looking gray by comparison.

It was fortunate that I never saw her in the company of powwhitefolks. For since they tend to think of their whiteness as an evenizer, I'm certain that I would have had to hear her spoken to commonly as Bertha, and my image of her would have been shattered like the unmendable Humpty-Dumpty.

One summer afternoon, sweet-milk fresh in my memory, she stopped at the Store to buy provisions. Another Negro woman of her health and age would have been expected to carry the paper sacks home in one hand, but Momma said, "Sister Flowers, I'll send Bailey up to your

3. A **moor** is open land with hills.

4. **Incessantly** means "all the time."

5. A **scone** is a type of biscuit. A **crumpet** is a small, round bread.

Fluency

Expression and Intonation: Bring Out Meaning

Intermediate Tell students that they will be doing a choral reading of the first through third paragraphs. Remind students to read with expression and tone that matches the emotion, meaning, tone, or mood of the passage. Model the fluency skill as you read the text at a moderate tempo. Then have all students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have students join you in a shared reading. Direct students to follow along in their books as you read aloud the first through third paragraphs. Have them notice how you read with expression to match the meaning and tone of the passage. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

house with these things."

She smiled that slow dragging smile, "Thank you, Mrs. Henderson. I'd prefer Marguerite, though." My name was beautiful when she said it. "I've been meaning to talk to her, anyway." They gave each other age-group looks.

Momma said, "Well, that's all right then. Sister, go and change your dress. You going to Sister Flowers's."



chifforobe

The chifforobe was a maze. What on earth did one put on to go to Mrs. Flowers' house? I knew I shouldn't put on a Sunday dress. It might be sacrilegious.⁶ Certainly not a house dress, since I was already wearing a fresh one. I chose a school dress,

naturally. It was formal without suggesting that going to Mrs. Flowers' house was equivalent to attending church.

I trusted myself back into the Store.

"Now, don't you look nice." I had chosen the right thing, for once.

6. If something is **sacrilegious**, it shows disrespect for something sacred.

REFLECT

Analyze Cultural Context

Marguerite must change clothes before she goes to Mrs. Flower's house. What does this tell you about the time and culture?

Possible answer: It shows that people wore special clothes for special occasions. Visiting someone like Mrs. Flowers was a special occasion.



Talk about your answer with a partner.

When Mrs. Flowers says, "Thank you, Mrs. Henderson," she is using formal language. She uses "Mrs." instead of using her first name. Suppose Mrs. Henderson and Mrs. Flowers were both fourteen years old. How would Mrs. Flowers talk to Mrs. Henderson? Why?

To Sum Up

- ▶ Momma tells Marguerite to change her dress.
- ▶ Marguerite picks a school dress to wear to Mrs. Flowers's house.

I Know Why the Caged Bird Sings

83

Interactive Question-Response

Point out the use of formal English on this page when Mrs. Flowers addresses the narrator's grandmother as a "Mrs." instead of using his first name. Ask student to consider why one adult might address another adult as "Mrs. Miss, Ms., or Mr." (*to show respect*) Have children share examples of how they use these titles with people in their own lives and explain why they do so in those situations. Then have students describe more informal situations when it might not be appropriate to use "Mrs. Miss, Ms., or Mr.," such as with close friends or family members.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Ask:** *What kind of dress does Marguerite already have on? (a house dress) What kind of dress does she choose to put on? (a school dress)* Then write the following sentence frame on the board to help students organize their thoughts:

Marguerite puts on a different dress to visit Mrs. Flowers. This tells me that people wore special clothes for ____.

Academic Vocabulary

Mrs. Flowers's fine clothing **implied** that she came from a wealthy family. In the preceding sentence, *implied* means "expressed or suggested." Help students think about what Momma's speech implies about her. Then have students complete the following statement: *____ implied that Marguerite took care in choosing a dress to wear to visit Mrs. Flowers.*

Word Study

BLM

Figurative Language: Similes and Metaphors

Explain that a simile compares two unlike objects using *like* or *as*. Explain that a metaphor compares two unlike objects without using *like* or *as*. Point out the phrases "*my image of her would have been shattered like the unmendable Humpty-Dumpty*" and "*the chifforobe was a maze*" on pages 82 and 83. Help students determine that the first phrase is a simile and the second phrase is a metaphor. Then have students complete the activity on page A15.



Comprehension Check

Reread the boxed text in lines 98–109. Underline what Momma thinks about store-bought clothes.

compliments (kom' pla ments) *n.*
praise or approval



Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** What does Momma's comment tell you about her? (She takes pride in her work.)

Content Vocabulary

Have a student read aloud the word and definition of *compliments*. **Ask:** What is a word that means the opposite of compliments? (insults)

To Sum Up

Beginning

Have students work in pairs to reread all the To Sum Up statements from the beginning of the autobiography through page 90. Provide the following sentence frame for students to complete:

Mrs. Flowers comes to the ____ (store) one summer afternoon. She asks Momma if ____ (Marguerite) will carry her groceries.

To Sum Up

- ▶ Mrs. Flowers compliments Momma on her sewing.
- ▶ Momma lifts up Marguerite's dress over her head to show the inside.
- ▶ Marguerite's arms are stuck in the sleeves.

"Mrs. Henderson, you make most of the children's clothes, don't you?"

100 "Yes, ma'am. Sure do. Store-bought clothes ain't hardly worth the thread it take to stitch them."

"I'll say you do a lovely job, though, so neat. That dress looks professional."

Momma was enjoying the seldom-received compliments. Since everyone we knew (except Mrs. Flowers, of course) could sew **competently**, praise was rarely handed out for the commonly practiced craft.

"I try, with the help of the Lord, Sister Flowers, to finish the inside just like I does the outside. Come here, Sister."

110 I had buttoned up the collar and tied the belt, apronlike, in back. Momma told me to turn around. With one hand she pulled the strings and the belt fell free at both sides of my waist. Then her large hands were at my neck, opening the button loops. I was terrified. What was happening?

"Take it off, Sister." She had her hands on the hem of the dress.

"I don't need to see the inside, Mrs. Henderson, I can tell . . ." But the dress was over my head and my arms were stuck in the sleeves. Momma said, "That'll do. See

120 here, Sister Flowers, I French-seams around the armholes." Through the cloth film, I saw the shadow approach. "That makes it last longer. Children these days would bust out of sheet-metal clothes. They so rough."

"That is a very good job, Mrs. Henderson. You should be proud. You can put your dress back on, Marguerite."

Vocabulary

competently (kom' pat ant le) *adv.* with skill

English Language Learning Strategies

Model reading aloud to students the text on this page and have students follow along in their books.

Remember to model self-corrective techniques on a regular basis as you read aloud to students. For example, pretend to make a mistake by saying, in line 109, "the inside just like I do the outside." Self-correct and explain your mistake by thinking aloud: "I made a mistake. I said 'do' instead of 'does' because my regular speech is different than Momma's in the story. Momma is speaking in a dialect. Let me read it again."

"No ma'am. Pride is a sin. And 'cording to the Good Book, it goeth before a fall."

"That's right. So the Bible says. It's a good thing to keep in mind."

I wouldn't look at either of them. Momma hadn't thought that taking off my dress in front of Mrs. Flowers would kill me stone dead. If I had refused, she would have thought I was trying to be "womanish" and might have remembered St. Louis. Mrs. Flowers had known that I would be embarrassed and that was even worse. I picked up the groceries and went out to wait in the hot sunshine. It would be fitting if I got a sunstroke and died before they came outside. Just dropped dead on the slanting porch.

There was a little path beside the rocky road, and Mrs. Flowers walked in front swinging her arms and picking her way over the stones.

She said, without turning her head, to me, "I hear you're doing very good school work, Marguerite, but that it's all written. The teachers report that they have trouble getting you to talk in class."

We passed the triangular farm on our left and the path widened to allow us to walk together. I hung back in the separate unasked and unanswerable questions.

"Come and walk along with me, Marguerite." I couldn't have refused even if I wanted to. She pronounced my name so nicely. Or more correctly, she spoke each word with such clarity that I was certain a foreigner who didn't understand English could have understood her.



Literary Element

Author's Purpose Marguerite talks about getting sunstroke and dropping dead on the porch. The author's purpose here is

- ☒ to entertain.
☐ to inform.
☐ to persuade.

Interactive Question-Response

Literary Element Author's Purpose

If students have trouble responding: **Ask:** *Does taking off her dress in front of Mrs. Flowers actually kill Marguerite stone dead? (no) Does Marguerite really think she might get sunstroke and drop dead on the front porch. (no) Why do you think the author exaggerates? (to entertain the reader)*

To Sum Up

- Marguerite feels shame because Momma took off her dress in front of Mrs. Flowers.
- She goes outside.
- Mrs. Flowers says that Marguerite is too quiet in class.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A14.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *infuse*. **Ask:** *What does Mrs. Flowers mean when she says that the human voice infuses words with meaning? (The meaning of a word changes depending on how it is said.)* Have a student read aloud the word and definition for *chat*. **Ask:** *Why does Mrs. Flowers invite Marguerite over for a chat? (She wants to lend Marguerite books.)*

Comprehension Check

Ask students to share their answers. **Ask:** *What does Mrs. Flowers suggest Marguerite should do as she reads the books aloud? (She suggests that Marguerite should try reading the sentences in as many different ways as possible.)*

infuse (in fūz') *adj.* to put into; to fill



Comprehension Check

Mrs. Flowers wants Marguerite to read her books

- ☐ quietly.
- ☒ aloud.
- ☐ to a friend.

chat (chat) *v.* talk; have a conversation



To Sum Up

- Mrs. Flowers says that talking is a skill that only people have.
- Mrs. Flowers tells Marguerite to read aloud.
- Mrs. Flowers asks Marguerite to talk.

86

"Now no one is going to make you talk—possibly no one can. But bear in mind, language is man's way of communicating with his fellow man and it is language alone which separates him from the lower animals." That was a totally new idea to me, and I would need time to think about it.

160 "Your grandmother says you read a lot. Every chance you get. That's good, but not good enough. Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning."

I memorized the part about the human voice infusing words. It seemed so valid and poetic.

She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

170 "I'll accept no excuse if you return a book to me that has been badly handled." My imagination boggled at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers'. Death would be too kind and brief.

The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

The sweet scent of vanilla had met us as she opened the door.

180 "I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox."

Differentiated Instruction

Clarify the Text Support students in understanding Marguerite's visit to Mrs. Flowers's house.

Beginning Read aloud the first bullet in To Sum Up on page 86. Explain to students how Mrs. Flowers says language separates people from humans. Explain that Mrs. Flowers says that humans are superior to animals because humans talk to each other. **Ask:** *Do you agree? (yes/no)*

Intermediate Have partners read aloud the first boxed text on page 86. **Ask:** *Why does Mrs. Flowers remind Marguerite that talking separates humans from lower animals? (Mrs. Flowers wants Marguerite to talk more.)*

Advanced Ask volunteers to read aloud the sixth paragraph on page 86. **Ask:** *Why do the odors, or smells, in Mrs. Flowers's house surprise Marguerite? (Marguerite thinks of Mrs. Flowers as superior to everyone else she knows. Until this moment she had never considered that Mrs. Flowers eats just like everyone else.)*

It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice-cream freezers.

She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

"Have a seat, Marguerite. Over there by the table." She carried a platter covered with a tea towel. Although she warned that she hadn't tried her hand at baking sweets for some time, I was certain that like everything else about her the cookies would be perfect.

REFLECT

Analyze Cultural Context

Marguerite is not surprised that Mrs. Flowers has ice on "an ordinary day." Why? What does this tell you about Mrs. Flowers?

Possible answer: Marguerite is not surprised

because Mrs. Flowers is refined and has money. It

tells me that she has things that most people in town

do not have.



Talk about your answer with a partner.



Comprehension Check

Why does Marguerite want to "gobble up" the entire room?

- ☐ She is hungry and wants some food.
- ☐ She thinks she is dreaming.
- ☒ She wants to remember everything she sees in the room.

To Sum Up

- Marguerite looks around the room.
- Mrs. Flowers asks Marguerite to sit down.
- Marguerite thinks that Mrs. Flowers's cookies will be good.

Interactive Question-Response

Comprehension Check

If students have difficulty responding, **Ask:** *Have you ever seen something that you wanted to remember forever? (yes/no)* **Model** *I saw a rainbow at the beach, and I wanted to "gobble up" the image for my trip home.*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *At the time of this story, people bought ice when they wanted to keep things cold. Most people bought ice for Sundays and for special occasions. Mrs. Flowers buys ice all the time. Why do you think Marguerite wants Mrs. Flowers's lifestyle? Write the following sentence frame on the board to help students organize their thoughts:*

Marguerite wants Mrs. Flowers's lifestyle because ____.

Encourage students to use connecting words, such as *because, then, so, but, and next* as they talk with their partners.

To Sum Up

Beginning

Have students work in pairs to reread all the To Sum Up statements from the beginning of the story through page 87. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete:

The most important events are when ____, when ____, and when ____.

(The most important events are when Mrs. Flowers comes to the store one summer afternoon, when Momma sends Marguerite with Mrs. Flowers, and when Mrs. Flowers gives Marguerite some books to read aloud.)

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *standards*.

Ask: What does Marguerite mean when she says that she found the book up to her standards? (She means that she thought it was a good book.)

Comprehension Check

If students have difficulty responding, **Ask:** What does Marguerite think she hears when Mrs. Flowers reads aloud? (Marguerite thinks she hears Mrs. Flowers singing.)

Mother wit means “wise sayings.”

standards (stan’ dards) *n.* rules for deciding if something is good



Comprehension Check

What does Marguerite learn as Mrs. Flowers reads *A Tale of Two Cities*?

- ☐ The book has notes and music lined on the pages.
- ☒ A story can sound like music when you read it aloud.
- ☐ Mrs. Flowers likes to sing.

To Sum Up

- Marguerite learns her first lesson about life.
- Marguerite listens to Mrs. Flowers read.
- Marguerite thinks Mrs. Flowers’s voice is like music.

200 They were flat round wafers, slightly browned on the edges and butter-yellow in the center. With the cold lemonade they were sufficient for childhood’s lifelong diet. Remembering my manners, I took nice little lady-like bites off the edges. She said she had made them expressly for me and that she had a few in the kitchen that I could take home to my brother. So I jammed one whole cake in my mouth and the rough crumbs scratched the insides of my jaws, and if I hadn’t had to swallow, it would have been a dream come true.

210 As I ate she began the first of what we later called “my lessons in living.” She said that I must always be **intolerant** of ignorance but understanding of **illiteracy**. That some people unable to go to school were more educated and even more intelligent than college professors. She encouraged me to listen carefully to what country people called **mother wit**. That in those homely⁷ sayings was couched the collective wisdom of generations.

When I finished the cookies she brushed off the table and brought a thick, small book from the bookcase. I had read *A Tale of Two Cities*⁸ and found it up to my **standards** as a romantic novel. She opened the first page and I heard poetry for the first time in my life.

“It was the best of times and the worst of times . . .” Her voice slid in and curved down through and over the words. She was nearly singing. I wanted to look at the pages. Were they the same that I had read? Or were there notes, music, lined on the pages, as in a hymn book? Her sounds began

Vocabulary

intolerant (in tol’ ar ant) *adj.* not accepting
illiteracy (i lit’ ar ə sē) *n.* unable to read or write

7. Here, **homely** means “ordinary.”

8. *A Tale of Two Cities* is a book by Charles Dickens.

Differentiated Instruction

Clarify the Text Support students in understanding what happens during Marguerite’s visit to Mrs. Flowers’s house.

Beginning Read aloud the first bullet in To Sum Up on page 88. Explain that “lessons about life” are pieces of advice from people who have learned lessons from life experiences. **Ask:** Have you received lessons about life from anyone? (yes/no)

Intermediate Have partners read aloud the second paragraph on page 88. Then point to the second sentence of the paragraph (“She said that I must always be intolerant of ignorance but understanding of illiteracy.”). **Ask:** What does this sentence mean? (Marguerite must be kind to people who want to learn.)

Advanced **Ask:** What does Mrs. Flowers say about mother wit? (Mrs. Flowers says that Marguerite should pay attention to mother wit. She thinks that these sayings are very wise.)

cascading gently. I knew from listening to a thousand preachers that she was nearing the end of her reading, and I hadn't really heard, heard to understand, a single word.

"How do you like that?"

It occurred to me that she expected a response. The sweet vanilla flavor was still on my tongue and her reading was a wonder in my ears. I had to speak.

I said, "Yes, ma'am." It was the least I could do, but it was the most also.

"There's one more thing. Take this book of poems and memorize one for me. Next time you pay me a visit, I want you to **recite**."

I have tried often to search behind the sophistication of years for the enchantment I so easily found in those gifts. The essence escapes but its aura⁹ remains. To be allowed, no, invited, into the private lives of strangers, and to share their joys and fears, was a chance to exchange the Southern bitter wormwood for a cup of mead with Beowulf or a hot cup of tea and milk with Oliver Twist.¹⁰ When I said aloud, "It is a far, far better thing that I do, than I have ever done . . ." tears of love filled my eyes at my selflessness.

On that first day, I ran down the hill and into the road (few cars ever came along it) and had the good sense to stop running before I reached the Store.

I was liked, and what a difference it made. I was respected not as Mrs. Henderson's grandchild or Bailey's sister but for just being Marguerite Johnson.

Childhood's logic never asks to be proved (all conclusions are absolute). I didn't question why

Vocabulary

cascading (kas käd' ing) v. flowing down fast

9. The **essence** of a thing is its most basic nature. An **aura** is the feeling or mood around a person.

10. **Beowulf** and **Oliver Twist** are famous characters from stories.



Literary Element

Author's Purpose Reread the boxed text in lines 228–230. What does the phrase listening to a thousand preachers tell you about the author's life?

Possible answer: The author spends a lot of time in church.

recite (ri sīt') v. speak aloud from memory



To Sum Up

- Mrs. Flowers gives Marguerite a book of poems.
- Mrs. Flowers asks Marguerite to learn and recite a poem the next time she visits.
- Marguerite is happy that Mrs. Flowers likes her.

Interactive Question-Response

Literary Element Author's Purpose

If students have difficulty responding: **Ask:** *Where might you go to hear a preacher? (You would go to a church to listen to a preacher.)*

Content Vocabulary

Read aloud the word and definition of **recite**. **Ask:** *Why does Mrs. Flowers want Marguerite to recite a poem for her? (Mrs. Flowers wants Marguerite to recite a poem for her because when you recite a poem you learn it better than when you just read it.)*

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A14.

Interactive Question-Response

Comprehension Check

Have students identify the sentence in the text that supports their answer. (*"All I cared about was that she had made tea cookies for me and read to me from her favorite book."*) **Ask:** How else does Marguerite know that Mrs. Flowers likes her? (*Mrs. Flowers made her tea cookies.*)

To Sum Up

Beginning

Have students work in pairs to reread all the To Sum Up statements from pages 86–90. Then ask students to answer the following yes/no questions.

Does Mrs. Flowers give Marguerite some books to read aloud? (yes)

Does Marguerite think that Mrs. Flowers's voice is like music? (yes)

Is Marguerite sad that Mrs. Flowers likes her? (no)



Comprehension Check

Marguerite knows Mrs. Flowers likes her because Mrs. Flowers

- ☒ reads from her book.
- ☐ asks questions.
- ☐ talks to Momma.

Mrs. Flowers had singled me out for attention, nor did it occur to me that Momma might have asked her to give me a little talking to. All I cared about was that she had made tea cookies for me and read to me from her favorite book. It was enough to prove that she liked me.

To Sum Up

- Marguerite is happy that Mrs. Flowers made cookies for her.
- Marguerite knows that Mrs. Flowers likes her.

Oral Assessment

Observe individuals' responses to the following prompts. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Why does the way Momma talks embarrass Marguerite?
2. How is Mrs. Flowers like an aristocrat?
3. How does Momma embarrass Marguerite at the store?
4. What does Marguerite listen to Mrs. Flowers do?
5. What does Mrs. Flowers tell Marguerite to do the next time she visits?

After You Read

I KNOW WHY THE
Caged Bird Sings

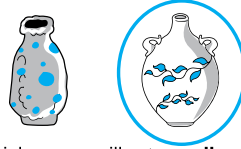
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which people are **intimate**?



3. Which shows high **standards**?



2. Which will **infuse** a good smell?



4. Which person will get **compliments**?



B. Circle the correct meaning for each vocabulary word.

- | | | | | |
|------------------------|--------------|--------------------|-------------------------|----------|
| 5. persistently | with anger | slowly | <u>without stopping</u> | loudly |
| 6. recite | hide | <u>speak aloud</u> | act out | speed up |
| 7. shame | <u>wrong</u> | politeness | fear | danger |
| 8. provisions | pets | <u>supplies</u> | teams | friends |
| 9. chat | help | find | <u>talk</u> | sleep |

C. Write the vocabulary word that completes each sentence.

aristocrat cascading competently illiteracy intolerant

10. Marguerite believes Mrs. Flowers is an aristocrat.
11. Momma sews competently.
12. Mrs. Flowers tells Marguerite to be intolerant of ignorance.
13. Mrs. Flowers says Marguerite should be understanding of illiteracy.
14. Mrs. Flower's voice sounds like it is cascading.

Vocabulary Check

B. Intermediate

Read aloud each boldfaced vocabulary word, as well as the four answer options. Encourage students to answer yes or no after each option. Then create a sentence that includes the vocabulary word and its definition, such as: *If you do something persistently, you do it without stopping.*

Grammar Link

BLM

Adverbs of Frequency with *Be*

Prepare students to complete the activity master on page A16. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

B. Intermediate

To help students get started, ask them to think about how the four bold words play a part in explaining the story. **Model** *The story of an author's life written by the author is an autobiography.*

After You Read Have students complete the after reading activity on page 261.

After You Read

I KNOW WHY THE Caged Bird Sings

Comprehension Check

A. Talk with a partner about the most important event in the story. Then draw a picture of the event.

Possible answer: Mrs. Flowers reads to Marguerite.

B. Think about the text. Use the words below to complete each sentence.

autobiography

culture

entertain

explain

1. The author wrote this story about her own life. It is an autobiography.
2. She describes her grandmother's behavior to explain why she feels shame.
3. The author uses funny examples like "It would be fitting if I got a sunstroke and died before they came outside. Just dropped dead on the slanting porch" to entertain you.
4. The way people act, speak, and dress helps to show the culture of the place and time period of the story.

C. What do you think Maya Angelou wants you to learn from this story? Explain.

I think Maya Angelou want me to learn that _____

Possible answer: one person can make a difference in your life

You can _____ Possible answer: believe in yourself.

when someone _____ Possible answer: believes in you.

For more practice, see page 261.



Writing Link

Letter

Students should imagine that they are the narrator of "I Know Why the Caged Bird Sings." Encourage students to use details from the autobiography to write a brief letter to Mama. Make sure they explain how they felt when Momma embarrassed them in front of Mrs. Flowers.



8.10 Analyze, make inferences, and draw conclusions about expository text and provide evidence from the text to support understanding.

Huge, Freed, Pet Pythons Invade Florida Everglades



by Stefan Lovgren

Huge, Freed Pet Pythons Invade Florida Everglades

93

Build Background

Read the title and author. Explain that students will read “Huge, Freed Pet Pythons Invade Florida Everglades” by Stefan Lovgren, a world news reporter. **Ask:**

- What is a *python*? (*A python is a snake.*)
- What does *invade* mean? (*Invade means to enter with force.*)

Talk About the Informational Text

Explain to students that the text is about huge pythons that threaten the wildlife of the Florida Everglades. These pythons were originally brought to the United States to be sold as pets.

Beginning Draw a picture of a snake on the board.

Ask: Have you ever seen a snake? (yes/no)

Intermediate Have students share their feelings about snakes. **Model** *I like little snakes, but larger, poisonous snakes scare me.* **Ask:** Do you like snakes? (yes/no) Why or why not? (They are cool.)

Advanced Explain that a python is a type of large snake. Help students generate a list of reasons why a python might not make a good pet. **Model** *A python might not make a good pet because pythons grow to be very large.* Write *very large* on the board, and encourage students to add reasons to the list.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Informational Text

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Vowel /e/

Literary Element

- Text Features

Reading Skill

- Fact Sheet

Writing Link

- Character Sketch

Comprehension

- Graphic Organizer BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

*Huge, Freed, Pet Pythons
Invade Florida Everglades*



Connect to the Informational Text

Read aloud **Connect to the Informational Nonfiction**. Reproduce the web on the board.

Model *I know that snakes eat other animals.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.

Literary Element Text Features

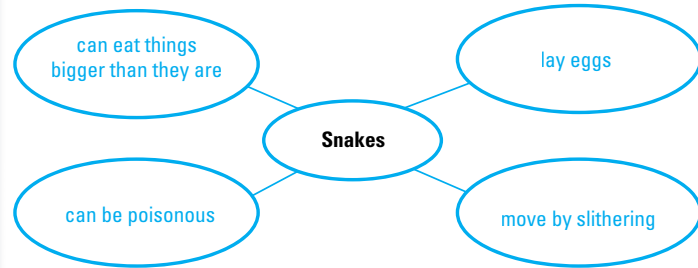
Read aloud the **Literary Element**. As you read, write the common text features on the board. Remind students that text features are important because they help readers find and understand information. Help students identify examples of text features in their textbooks.

Reading Skill Analyze Evidence

Read aloud the **Reading Skill**. Explain that analyzing evidence is important because it helps you decide whether the information in the article is reliable. Help students generate a list of good sources of information. **Model** *An encyclopedia is a good source of information.* Write *encyclopedia* on the board, and encourage students to add to the list.

Connect to the Informational Text

Have you ever seen a snake in your yard or in the zoo? Write what you know about snakes in the web below.



Literary Element Text Features

Text features are visual clues. These clues help readers find and understand information. Common text features include

- > titles and headings
- > photographs and captions
- > tables, charts, and diagrams

Reading Skill Analyze Evidence

When you **analyze** a piece of writing, you look at its separate parts so that you can understand the whole selection. One important thing to look at is the writer's **evidence**. Evidence is the information the writer uses to support ideas and opinions.

Evidence should give information from sources that readers trust. Encyclopedias and university Web sites are good sources that you can trust.

Evidence can include

- > statistics, or numbers, based on information from many sources
- > opinions from people who have studied the subject carefully
- > results of studies or research on the subject

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

horde (hôrd) *n.* a big crowd of people or animals
A **horde** of ants covers the rotting piece of fruit.

invasive (in vâ' siv) *adj.* likely to spread and do harm
Some weeds are **invasive** and will take over a garden.
➤ Cognate (Spanish) **invasivo(a)**

ecological (ē' kə loj' i kəl) *adj.* about living things and how they affect the world around them
Trash and garbage may cause **ecological** problems.
➤ Cognate (Spanish) **ecológico(a)**

outlook (out' look) *n.* what the future might be
The **outlook** for the farmers' harvest is good.

endangerment (en dān' jər mən't) *n.* the act of putting something or someone into an unsafe situation
Pollution causes the **endangerment** of some animals.

extinction (iks tingk' shən) *n.* when all of one kind of plant or animal dies
If a type of animal cannot find food or a habitat, it may face **extinction**.
➤ Cognate (Spanish) **extinción**

Content Vocabulary

tourists (toor' ists) *n.* people who travel somewhere for fun
The **tourists** took a train to see the mountains.



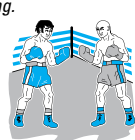
python (pī' thon) *n.* a type of large snake that kills its prey by wrapping around it and squeezing
His pet **python** eats three mice every day.
➤ Cognate (Spanish) **piton**



stunned (stund) *adj.* amazed; shocked
The fans were **stunned** when their favorite team lost the game.



opponent (ə pō' nən't) *n.* enemy; someone one is fighting against
The boxer faced his **opponent** in the boxing ring.



teems (tēmz) *v.* is very crowded with; has a large number of
The flower garden **teems** with bees.



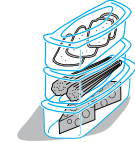
exotic (ig zot' ik) *adj.* from another country; not native to the place where it is found
Mrs. Ruiz likes to plant **exotic** flowers.



enormous (i nôr' mas) *adj.* very big
Sam cooked an **enormous** pot of rice.
➤ Cognate (Spanish) **enorme**



containers (kən tā' nərz) *n.* things that hold other things
We stored the food in big **containers**.



For more practice, see page 262.

Huge, Freed Pet Pythons Invade Florida Everglades

95

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: A **horde** is a big crowd of people or animals. **Example:** A **horde** of fans waited to see the famous actor. **Ask:** What is another time when you might see a horde? **EXPLANATION**

Something that is **invasive** is likely to spread and do harm. *The invasive bugs ate most of the leaves on the trees.* What is a word that means the opposite of **invasive**? **ANTONYM**

If something is **ecological**, it is related to how living things interact with the world, or environment, around them. *People cause ecological problems when they cut down rainforests.* Give another example of something that causes ecological problems. **EXAMPLE**

Continue the process with *outlook*, *endangerment*, and *extinction*.

Content Vocabulary

Tourists are people who travel somewhere for fun. *The tourists brought back photographs of their trip.* Give an example of a landmark that may interest tourists. **EXAMPLE**

A **python** is a large snake that kills its prey by squeezing it. *We saw a ten-foot python at the zoo.* Describe what you think a python looks like. **SYNONYM**

To be **stunned** is to be amazed. *I was stunned when I received a perfect score on my math test.* What is another word for *stunned*? **DESCRIPTION**

Continue the process with *exotic*, *opponent*, *enormous*, and *containers*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 262.

Phonics

Short Vowel /e/

Tell students they are going to practice pronouncing and identifying the short vowel sound /e/ spelled *e*. Write an example of a word containing the short vowel sound /e/ spelled *e* on the board, such as *end*, *check*, *pen*, or *effort*. Slowly pronounce the word. Have student repeat the word. Write the Selection Vocabulary word *endangerment* on the board. Slowly pronounce the word. Have student raise their hands when they hear the short vowel sound /e/.

Have students look for words in the dictionary with the short vowel sound /e/ spelled *e* at the beginning of the word. List some of the words that students find on the board. Explain their meanings, and pronounce them with students.

Then have students practice recognizing the short *e* sound when writing. Slowly pronounce the following words and ask students to write each word: *pet*, *fell*, *set*.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *tourists*.

Ask: What state were the tourists visiting? (The tourists were visiting Florida.) Then read aloud the word and definition of *python*. **Ask:** The tourists saw a fight between a python and what other animal? (The tourists saw a fight between a python and an alligator.) Then read aloud the word and definition of *stunned*. **Ask:** Why were the tourists stunned? (Because they did not expect to see a fight between a python and an alligator.) Finally, read the word and definition of *opponent*. **Ask:** Did the python win the fight against its opponent? (No, the python lost the fight against its opponent.)

tourists (tooɪ' ists) *n.* people who travel somewhere for fun



python (pī' thon) *n.* a type of large snake that kills its prey by wrapping around it and squeezing



stunned (stund) *adj.* amazed; shocked



opponent (ə pō' nent) *n.* enemy; someone one is fighting against



To Sum Up

- ▶ A group of people in Florida saw a python snake fight an alligator.
- ▶ The snake was not from Florida.

96

Huge, Freed, Pet Pythons Invade Florida Everglades



In February, a group of tourists at the Pa-hay-okee Overlook in Florida's Everglades National Park stumbled upon a battle between an alligator and a python. The stunned onlookers watched as the snake wrapped itself around the alligator, only to see its opponent counter by rolling over and grabbing the snake in its mouth and swimming off with the snake in its jaw.

It was not the first such battle. In January of last year, a **horde** of tourists watched another epic contest between 10 an alligator and a python at the park's Anhinga Trail. After more than 24 hours in the jaws of the alligator, that snake broke free and moved off into the marsh.

For now, the alligators in the Florida Everglades are holding their ground against the invading snakes. But the odds may be changing. The park is being overrun with Burmese pythons, one of the world's largest snakes. These pythons can grow to be more than 20 feet (6 meters) long in their natural habitat in Southeast Asia.

20 The Burmese python is just one of thousands of non-native animal and plant species that have invaded the

Vocabulary

horde (hórd) *n.* a big crowd of people or animals

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A17.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____ .
2. One word that I didn't know on this page is _____ .
It means _____ .
3. One thing I read on this page that I already knew is _____ .
_____ .
4. One thing I learned on this page that I didn't know is _____ .
_____ .
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Ask: *What do I learn just by reading the title of the selection? (Pet pythons have invaded Florida Everglades.)*

Model: *I already know that pythons are giant snakes, but I didn't know that pythons could live in Florida. That's one thing I learned by reading the title on this page.*

Listening Practice

Have students practice taking notes while listening to spoken information. Choose one of the selection pages that students have not yet read on their own. Read the page aloud to students. Have them test their listening comprehension by answering the Note Taking questions based on what they heard.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions of *teems* and *exotic*. **Ask:** *The text says Florida teems with creatures. What does that mean? (Florida is very crowded with creatures.) What are exotic creatures? (Creatures that come from other countries.)* Then read the word and definition of *enormous*. **Ask:** *Why does the writer say the cost is enormous? (Because \$137 billion is a very large amount of money.)*

Literary Element Text Features

If students have difficulty responding: **Model** *The title is "Huge, Freed Pet Pythons Invade Florida Everglades." So far we have learned that freed pet pythons have become an enormous problem in the Florida Everglades. I think next we might find out what people can do to stop this problem.*

To Sum Up Beginning

Have students work in pairs to reread all the To Sum Up statements on page 96 and 98. Then have students complete the following sentence frames:

A group of tourists in Florida saw a snake fight an ____ (alligator).

Invasive species cost the state of Florida a lot of ____ (money)

teems (tēms) *v.* is very crowded with; has a large number of



exotic (ig zot' ik) *adj.* from another country; not native to the place where it is found



enormous (i nôr' mäs) *adj.* very big



Literary Element

Text Features Based on the title, what do you predict you will learn next?

Possible answer: I predict I will learn how Florida is trying to stop this problem.

To Sum Up

- ▶ Some people bring plants and animals to the United States from other countries.
- ▶ Some of those plants and animals kill the plants and animals that are in the U.S.
- ▶ The U.S. spends \$137 billion a year to try and control these new plants and animals.

98

United States in the last decades. Florida teems with exotic creatures that have no business living there. . . . The economic toll from damage by invasive species—and the costs of trying to control them—is enormous: U.S. \$137 billion a year, according to a 1999 Cornell University study.

The **ecological outlook** is equally grim. Second only to habitat loss, invasive species are a leading cause of species **endangerment** and **extinction** both in the United States and worldwide. Almost half of the species on the U.S.

30 endangered species list are threatened wholly or partly by introduced species. Steven A. Williams, director of the U.S. Fish and Wildlife Service, calls invasive species the number one environmental threat to the United States.

Some invasive species may be "stowaway" organisms that arrive here inside packing materials, or micro-critters that are dumped from ships' water tanks. But many plants and animals also enter the U.S. as part of the booming trade in exotic pets or food.

Burmese pythons are popular—and legal—pet snakes. 40 In the past five years, the U.S. has imported more than 144,000 Burmese pythons. Hatchlings¹ sell for as little as U.S. \$20. But once the cute little baby snakes turn into 15-foot-long (5-meter-long) beasts, some owners may decide to get rid of their pets by dumping them in the forest.

"All of the Burmese pythons that we see in the park are a product of the international pet trade," said Skip Snow, a wildlife biologist at Everglades National Park. . . .

Vocabulary

invasive (in vä' siv) *adj.* likely to spread and do harm
ecological (ē' ka loj' i kal) *adj.* about living things and how they affect the world around them
outlook (out' look) *n.* what the future might be
endangerment (en dän' jar mant) *n.* the act of putting something or someone into an unsafe situation
extinction (iks tingk' shən) *n.* when all of one kind of plant or animal dies

1. **Hatchlings** are animals that just came out of their eggs. Pythons and some other snakes lay eggs.

Differentiated Instruction

Clarify the Text Help students understand Florida's struggle to control invasive species.

Beginning Read aloud the first two points of the To Sum Up box on page 98.

Ask: *Do you think this is a problem only in the United States, or could it happen in other places too? (other places)*

Intermediate Have partners read aloud the second box of text. Then have students complete the following sentence frame: *Many invasive animals enter the United States because ____ (people want exotic pets)*

Advanced Explain to students that the pythons in Florida used to be people's pets. **Ask:** *Why would python owners let their pets go in the forest? (Because the pythons grow too large.)*

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
- 4. One thing I learned on this page that I didn't know is _____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the word *containers*, beginning on line 55. **Ask:** *Why do people open and check these cargo containers? (to see if they contain illegally imported animals)*

Comprehension Check

Ask students to share what they underlined in the text. Have students restate Snow's appeal in their own words.

Academic Vocabulary

Explain that many people do not understand the **implications** of having exotic species as pets. Tell students that *implications* means the natural consequences of an act or decision. Have students think about the *implications* of owning a pet python. Provide the following sentence frame.

___ is one of the implications of owning and caring for an exotic snake.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *The university study is a primary source. That means that the university study was written by someone who is an expert on this topic. I would trust an expert on the topic. If the writer said his information came from a friend, I wouldn't be sure the information came from an expert.*

containers (kən tā' nərz) *n.* things that holds other things



Comprehension Check

Underline the sentence that tells you what people in Florida are asking others to do to solve the problem.

To Sum Up

- ▶ It is against the law to bring some plants and animals to the United States.
- ▶ If you bring an exotic animal to the United States, don't set it free.

100



tarantulas

The booming trade in exotic animals as pets has opened the floodgates for invasive species coming into the U.S. Miami International Airport reportedly receives 70 foreign shipments per day, some with thousands of animals, such as tarantulas, lizards, and snakes.

Many of the species are illegally imported. Only 1 to 2 percent of cargo containers are actually opened and checked. But many of the exotic animals are perfectly legal to bring into the country. U.S. residents, for example, can legally own 22 of the 24 pythons found around the world. . . .

Snow, the Everglades National Park biologist, appeals to pet owners who may have grown tired of their exotic animals: "Please don't release them into the wild."

REFLECT

Analyze Evidence

The writer uses evidence from a university study to support his opinion that it is wrong to release pets into the wild. The study is a primary source. What if the writer said that his evidence came from a friend? Which evidence would you trust? Why?

Possible answer: I would trust the university study. It is a reliable source and includes statistics that can be proved.



Talk about your answer with a partner.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about the fight between the alligator and the python.
2. What problem have pythons caused in Florida's Everglades National Park?
3. How do many pythons come to the United States?
4. Why do pet owners release pythons into the wild?
5. What does Snow, a biologist at Florida's Everglades National Park, ask python owners not to do?

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
_____ .
- 4. One thing I learned on this page that I didn't know is _____ .
_____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

Beginning

If students have difficulty responding, read the sentence frame aloud. **Model** *The alligator is fighting a blank. I need to find out what the alligator is fighting. I'm going to look back to the beginning of the text to the part where an alligator is fighting something.* Continue modeling your thought process for answering each question.

After Reading Have students complete the after reading activities on pages 263 and 264.

After You Read

*Huge, Freed, Pet Pythons
Invade Florida Everglades*



Comprehension Check

A. Complete each sentence about the article.

- At the beginning of the text, an alligator is fighting a python.
- The problem with plants and animals that come from other countries is that they take over and kill the plants and animals that already live here.
- If you buy a pet that is not from this country, do not let it go free.

B. Decide whether each statement is true or false based on the article. Write T for true. Write F for false.

- F 1. It is illegal to bring any exotic plants or animals into the United States.
- T 2. The Florida park being invaded by large snakes is the Everglades.
- T 3. The United States spends a lot of money each year to control invasive species.
- F 4. Alligators in the Florida Everglades are causing the extinction of other species.

C. Answer the questions below. Reread the article to be sure your answers are correct.

- The author says there is a big economic toll from exotic plants and animals. What evidence does he use to prove his point?
1999 Cornell University Study
- What evidence does the author use to show that people in the United States want pythons?
Possible answers: 144,000 have been imported; hatchlings only cost \$20
- The author states that "the ecological outlook is grim." What evidence does he give to support this statement?
Invasive species are causing endangerment and extinction; they are called the number one environmental threat to the United States

For more practice, see page 263–264.



Writing Link

Fact Sheet

Explain that a fact sheet is a short, easy-to-read summary of key facts about a subject. Tell students to use information from the article to write a fact sheet about invasive species. Provide the following guidelines:

- Your readers: eighth-graders who have not read "Huge, Freed Pet Pythons Invade Florida Everglades"
- Your purpose: to inform other students about the problems that invasive species cause
- Your format: Make a list or lists of bulleted facts. Don't write in paragraphs
- The length: one page.



8.12 Understand how to glean and use information in procedural texts and documents.

Oral Language

Build Background

Read the title. Explain that students will read three documents about bicycles—an article about choosing a bike, directions on tire repair, and a bike warranty. **Ask:** *Who would be interested in an article about choosing a bike? (someone who is thinking of buying a bike) Who would read the directions on tire repair? (someone who owns a bike)*

Talk About the Functional Documents

Explain that the documents are helpful to those who want to learn how to buy or repair a bicycle.

Beginning Have students think about what it is like to ride a bicycle. Work with students to gesture riding a bicycle.

Intermediate Explain that people ride bikes for different reasons. Have students describe why a person would buy a bike.

A person may buy a bike for _____. (exercise, fun, racing, transportation)

Advanced Help students generate a list of things they would look for in a bike. **Model** *If I bought a new bike, I would want it to have fat tires and big handlebars.* Write down *tires* and *handlebars*. Encourage students to add to a list of bicycle terms.

FUNCTIONAL DOCUMENTS:

Article, Directions, and Warranty

Functional Documents 103

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Functional Documents

Vocabulary

- Content Vocabulary

Phonics

- Consonant Clusters with *ct*

Reading Strategy

- Skim and Scan

Writing Link

- Fact Sheet

Grammar Link

- Future Time Clauses



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Functional Documents

Read aloud Connect to the Functional Documents. Reproduce the web on the board.

Model *I need a new car. I will not just go out and buy any car. I need to think about some things first. One thing I will think about is the size of the car. Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.*

Reading Strategy Skim and Scan

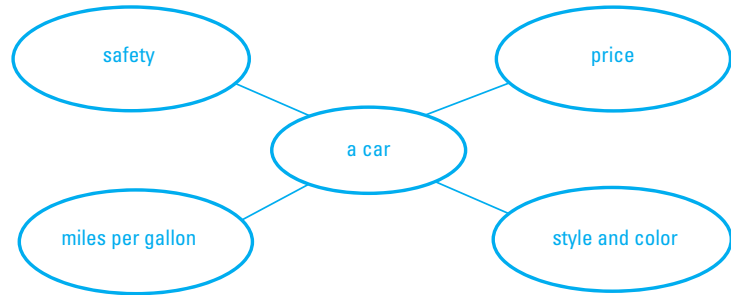
Read aloud the Reading Strategy. Tell students that if they are able to skim a text quickly before they read, they will understand the subject of the text. Show how you might skim the text, looking for headings in boldface type. **Model** *I wonder what this text is about. I am going to skim the text. I'm going to read the words that are on a line by themselves. This section says Analyze Yourself. That means I should think about what I like and what I need so I can choose the bike that is right for me. This other section says Mind Your Budget. That means I should think about how much money I can spend on my bike. By skimming the text, I can tell that this article is going to help me choose a bike. Explain that when you scan a text, you look at the text after you have read it to find specific information.*

Model *I really want a mountain bike. I'll scan the text quickly until I find the words mountain bike. I see them in the first paragraph. I know now that I can read this section of the text to clarify the information that I really want to know.*

Connect to the Functional Documents

Think about a time you wanted to buy something important for yourself. Did you just go out shopping? Or did you think, read, and ask questions about what you wanted to buy?

In the center circle of the web, write something that you might want to buy now or in the future. Then write things you might think about or read about before you buy this item.



Reading Strategy Skim and Scan

Think about what you do when you are looking for your school notebook before you leave to go to school. You do not search your room inch by inch. You look around quickly to see where it is. Good readers often do the same thing with functional documents. They **skim** the document *before* they read it to get an idea of what it covers. Or they **scan** it *after* they have read it so that they can find a particular piece of information.

Before you read,

- skim the text. Look for any features that stand out, such as titles, headings, subheadings, charts, or words in bold print or italics.

After you read,

- scan the document. Look for key words or phrases that have to do with the specific information you are looking for.

Content Vocabulary

models (mod' əlz) *n.* types or styles of an object
We looked at different models of cars.

> Cognate (Spanish)
modelos



appropriate (ə prō' prē it) *adj.* just right for a person or situation
They both wore appropriate clothes for painting.

> Cognate (Spanish)
apropiado(a)



features (fē' chərz) *n.* major parts or characteristics
The mouse and keyboard are two features of a computer.



brakes (brāks) *n.* devices used to slow down or stop a wheel from turning
She squeezed the brakes on her bicycle so she could stop.



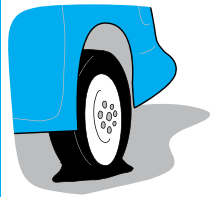
original (ə rīj' ə nəl) *adj.* not copied; first
She made a photocopy of the original magazine article.

> Cognate (Spanish)
original

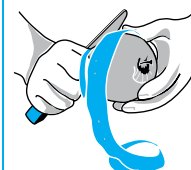


defect (dē' fekt) *n.* a flaw or physical problem
The rear wheel always goes flat because of a defect in the tire.

> Cognate (Spanish)
defecto



remove (ri mōōv') *v.* to take something off
He will remove the skin from the apple.



reverse (ri vers') *adj.* the opposite order or direction
They did the dance steps in reverse.



For more practice, see page 265.

Functional Documents

105

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: **Models** are different styles of the same thing. **Example:** The car comes in two different models. One is a four-door model and the other is a two-door model. **Ask:** What is another example of a car model? **EXAMPLE**

When something is **appropriate**, it is just right. A tricycle is appropriate for a three-year-old. How is the word *appropriate* like the word *perfect*? How is it different? **COMPARE AND CONTRAST**

Cell phones come equipped with many **features**. A camera might be one of those features. What other features might you see on a cell phone? **EXPLANATION**

Brakes stop a vehicle from moving. A bicycle has brakes. What else has brakes? **EXAMPLE**

An **original** is something that is copied or reproduced. I made a copy of my photo for my friend, so I could keep the original. Would an original document be the first one or the last one? **EXPLANATION**

If something has a **defect**, there's something wrong with it. A missing pocket on a new shirt is a defect. What is another word for defect? **SYNONYM**

To **remove** something means to take it off. I remove my coat when I come inside. What is the opposite of remove? **ANTONYM**

When you go in **reverse**, you go in the opposite direction. I drive my car in reverse to park it. When I go in reverse, am I going forward or backward? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 265.

Phonics

Consonant Clusters with *ct*

Tell students they are going to practice consonant cluster *ct*. Tell them that the consonants are clustered, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *ct* at the end of the word (*defect*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /c/ and /t/. Then have students say the word.

Ask students to find words with an ending of *ct* on pages 106 (*perfect*, *product*) and 110 (*neglect*). Briefly explain their meanings, and have students repeat them.

FUNCTIONAL DOCUMENTS:

Article, Directions, and Warranty

Interactive Question-Response

Background Information

Read aloud the note. Ask students to think about the different choices that they make each day.

Model *Will I wear the black pants or the brown pants? Will I have a sandwich or pizza for lunch?* Explain that a consumer choice article helps us make choices when we need to buy something.

Content Vocabulary

Read aloud the words and definitions. Focus students on the second paragraph. **Ask:** *What different models does the article describe? (comfort bikes, mountain bikes, road machines, cruisers)*

Background Information

This is a consumer choice article. Consumer choice articles provide useful information about things people buy.

models (mod' əlz) *n. pl.* types or styles of an object



To Sum Up

- ▶ This article is about choosing and buying bicycles.
- ▶ There are many kinds of bicycles.
- ▶ Before buying, think about how often and where you will ride your bike.

106

"Today, a vast variety of models are offered in a wide array of prices." This line frames a challenge that all shoppers face: trying to choose a specific product when there are so many types of that product available. To choose what's best for you, you need to determine which features you value most, then find the products that have those features. People read consumer choice articles to become better informed about a product before purchasing it. By comparing on product to another, consumer choice articles

10 can tell you what to look for and where to find it.

You couldn't pick a better time to shop for a new bike. Today, a vast variety of models are offered in a wide array of prices. From super-plush comfort-bikes to knobby tire mountain bikes, from thoroughbred road machines to robust cruisers, your local shop has two-wheelers perfect for just about everything.

So many attractive choices can be overwhelming. But a large selection is a wonderful thing because it drastically increases the likelihood of finding the perfect bike. Plus, at

20 the bicycle store, you'll be able to ask questions, learn about different bike types, even test a few.

Just be sure to go in equipped with a little knowledge about yourself, the cycling you'd like to do, and some basic information about bike models that have already caught your fancy. That way, you'll be able to answer the questions from the shop's staff and you'll get a bike you really enjoy.

To help, we recommend a little self analysis (not required).

Analyze Yourself

30 Consider how many times a week or month you might ride. If, you're new to biking, think about your other sports experiences. Did you participate mostly for fun or did you take it seriously? Your tendencies can tip you off as to

Differentiated Instruction

Clarify the Text Help students understand the "Analyze Yourself" section of the article.

Beginning Read aloud the text in the To Sum Up box. **Ask:** *If you are thinking about buying a bike, should you think about where you will ride your bike or should you think about bike races on television? (where you will ride)*

Intermediate Explain that there are many factors to consider before you decide which bike to buy. Have students complete the following sentence frame. *Before I decide what bike to buy, I need to think about ____ and _____. (how often I will ride it and where I will ride it.)*

Advanced Explain to students that it is important to think about what you need in a bike before buying one. Have students reread the third paragraph and discuss in groups what type of bike would fit them.

whether you'll be satisfied with a basic model or whether you'll need something better that your enthusiasm won't outgrow.

Think about your tendencies in purchasing other things, too. For example, do you consistently demand the highest quality, or are you more apt to look for reasonable quality and lower cost? Do you dig high-tech gadgets or are you satisfied with simpler designs? If you're joining a cycling club, will you want a bike that outshines all the others? Or will any two-wheeler that does the job be just fine?

Where you live plays a major role in what type of bike to get. You'll ride more if your new machine matches your riding opportunities. For example, if you're surrounded by beautiful trails, an off-road bike might be a better choice than a pavement pounder (assuming you don't also have great road rides, in which case, you might need two bikes!).

Mind Your Budget

Additionally, it helps to know about how much you want to spend because that's a quick way to focus the selection process on the appropriate models. Like computers and other modern appliances, it's best (and cheapest) to purchase the most appropriate model at the outset than to gamble on a make-do bike and buy another later. Regardless of the type, as you spend more, bicycles get slightly lighter (easier to ride) and are equipped with more features and more efficient components.

While it's always possible to upgrade **down the road**, bike components are much more affordable when they're included as standard equipment on the new bike. So, it's most economical to get what you want when you buy your new bike.

When calculating how much you'd like to spend on that new machine, remember that you may need some extras. Common purchases include helmets, locks, pumps, tool kits, cycling shorts, and shoes.

40

appropriate (ə prō' prē it) *adj.* just right for a person or situation



50

features (fē' chərz) *n.* major parts or characteristics



60

If you do something **down the road**, you do it later.

To Sum Up

- Think about how much you want to spend.
- Buy a bike of the quality you think you will want in the long term.
- Buy a bike with all the features you want. Adding features later costs more.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of appropriate. Focus students on the first paragraph under "Mind Your Budget." **Ask:** *Would an expensive bike be appropriate for someone with little money to spend? (no)*

Model *I chose my bike because of its features. My bike has fat tires and a wide seat. The handlebars are high, so I can sit straight up, not bent over. I like the features on my bike. Ask: What other features might be found on a bike? (strong brakes, soft ride)*

Interactive Question-Response

Content Vocabulary

Ask a student to read aloud the brake features of a hybrid bike. **Ask:** *What does the chart say about the brakes on a hybrid bike? (They are powerful.)*

To Sum Up

Beginning Have students work in pairs to reread the statements in the To Sum Up box on page 108. Have them complete the following sentence frame:

If you ride off the road, you need a ____ bike. (sturdy)

brakes (brāks) *n.* devices used to slow down or stop a wheel from turning



To Sum Up

- A chart describes the six major types of bicycles.
- Very sturdy bikes are good for riding off the road.

Know the Bike Types

Here's a rundown of the six major bike types available with descriptions of their intended use and common features. Use these descriptions to determine which type is right for you.

If you're not sure, keep in mind that most bicycle shops offer test rides, which is an excellent way to see how types differ. You might also ask friends who ride if you can try their bikes. Ride both on and off road (on the appropriate models) to experience the difference.

Road Sport Bikes	
Use:	Built for use on pavement, these models have plenty of get-up-and-go and are perfect for centuries, ¹ touring, longer commutes, fitness riding, and pledge rides.
Common Features:	Efficient-pedaling lightweight frames and wheels; drop or flat handlebars; low gearing and excellent braking; narrow, high-pressure tires.
Mountain Bikes	
Use:	Sometimes called All-Terrain Bikes (ATB) or Off-Road Bikes, these amazing vehicles could also be called Go-everywhere/Do-everything bikes. From cliff-like dropoffs to shoe-drenching stream crossings, almost no obstacle can stop a skilled rider.
Common Features:	Upright riding position; flat or riser handlebars; high-traction; flat-resistant tires; low gearing; excellent braking; rugged frames, wheels, and components; suspension for control and comfort on rough terrain.
Hybrid Bikes	
Use:	A hybrid ² of the mountain bike and the road bike, these practical machines are ideal for city riding, commuting, touring, and fitness riding.
Common Features:	Upright riding position; flat handlebars; low gearing for easy hill climbing; powerful <u>brakes</u> ; light, lively wheels with flat-resistant tires; load-carrying capacity.

1. **Centuries** are bike trips that are 100 miles long.

2. A **hybrid** combines the features of two different things.

Comfort Bikes	
Use:	Designed for easy pedaling and the least amount of stress on the body, Comfort bikes are perfect for leisurely town riding, cruising by the shore, vacation outings, and any ride where you're out more for fun than for speed.
Common Features:	Upright riding position; wide handlebars; wide, comfortable seats; flat-resistant tires; easy pedaling; soft ride.
Cruisers	
Use:	Rolling on Soft "balloon" tires and equipped with comfy wide seats and handlebars, these models are great for leisurely spins to school, pedaling to the shore with your surfboard under your arm, or just for coasting around the neighborhood.
Common Features:	Comfortable upright riding position; shock-absorbing fat tires; foot-friendly rubber pedals; sweet seat and spacious handlebars; usually feature from 1 to 7 speeds.
Recumbents	
Use:	Resembling lawn chairs on wheels, these impressive and ultra-comfortable rigs are great for most road uses, including touring, commuting, fitness riding, and pledge rides.
Common Features:	Unique frames that provide a comfy reclining riding position; seats with full support and backrests for amazing comfort; low gearing and excellent braking.

Now that you know a little more about yourself and your bicycle choices, you're ready to hit the shops. Enjoy selecting that new two-wheeler. Soon, you'll be spinnin' and grinnin'.

To Sum Up

- More comfortable bikes are good for riding on city roads.

Interactive Question-Response

To Sum Up

Beginning

Have students work in pairs to reread the statement in the To Sum Up box on page 115. Have them complete the following sentence frame:

If you ride on city roads, it is nice to have a ____ bike. (comfortable)

Interactive Question-Response

Background Information

Read aloud the note. Ask students to think of a different product warranty that they might know of.

Content Vocabulary

Have a student read aloud the word and definition of *original*. Then have the student read the first two lines under the head "Warranty Statement." **Ask:** *Who is the original purchaser? (the person who bought the bike from Bob's Bicycles)* Then have students read aloud the word and definition of *defect*. **Ask:** *What is a defect of workmanship and material? (a flaw in the way the bike is made or what it is made of)*

Comprehension Check

If students have difficulty responding: **Model** *If I look under the heading "Warranty of Parts," I see that the article says a defective part will be replaced if the part fails when the bike is used normally. Ask: Will Bob's Bicycles replace the part if it breaks because of an accident? (no)*

Background Information

A **product warranty** explains what the store will repair if a part breaks in something you buy.

original (ə rɪj' ə nəl) *adj.* not copied; first



defect (dē' fekt) *n.* a flaw or physical problem



Comprehension Check

When will Bob's Bicycles replace bike parts? Check the correct answer.

- ☐ after an accident
☒ if a part is defective
☐ after normal wear and tear

To Sum Up

- The warranty covers parts that were not made correctly.
- If the bike was not used correctly, the company will not fix it.
- The company will not fix a bike if it breaks from normal use.

Sample Bike Warranty

Warranty Statement

Bob's Bicycles warrants only to the original purchaser/consumer of this product that such products and parts thereof, when used for normal riding purposes by a person that properly fits and is capable of riding and controlling this bicycle, is free of defects in workmanship and material. This warranty does not apply to any part thereof which may fail due to improper assembly, accident, abuse, neglect, or normal wear and tear.

Warranty of Parts

For 1 year from the date of purchase, when properly assembled as detailed in the owner's manual, Bob's Bicycles will replace any defective part which results when this cycle is used in a normal manner.

Warranty on Frame

For the usable life of this cycle, Bob's Bicycles will replace the frame at no charge should it fail in any weld point when the cycle has been used in a normal manner and as determined by inspection. Claims under this warranty must be made through the authorized³ Bob's Bicycles dealer. Proof of purchase is required. A warranty registration card must be completed and received by Bob's Bicycles before a warranty claim may be processed.

Our warranties do not apply to any unit that has been abused, misused, altered by component parts, substitutions, or used for rental or other commercial⁴ uses. Labor charges incurred in⁵ the replacement of parts are not covered by this warranty.

³ **Authorized** means "officially accepted."

⁴ Here, **commercial** means "relating to business."

⁵ **Incurred in** means "resulting from."

English Language Learning Strategies

Remind children that they can ask for synonyms to help clarify words or expressions they do not understand. Provide the following example: What is another way to say "assembled"? (*built; put together*)

The Following Exclusions Apply to All Bob's Bicycle Models

This warranty does not apply to any unit that has been used for stunt riding, bicycle moto-cross, dirt biking, or similar activities — Bob's Bicycles are not designed or intended for such purposes or usages.

The user assumes the risk of any personal injuries, damage to, or failure of the bicycle and any other losses if Bob's Bicycles are used in any competitive event.

It is the responsibility of the person who completes the assembly of the bicycle to install all parts included with it in the factory-sealed shipping carton and to make minor adjustments of functional parts such as brakes, steering assembly, etc., as is required for proper operation.

170

REFLECT

Skim and Scan

You can tell from skimming that the warranty covers parts and frame. Now that you've read the text, scan to find out how long a warranty from Bob's Bicycles will cover parts.

for one year from the date of purchase

PARTNERS



Talk about your answer with a partner.

To Sum Up

- The bike warranty does not apply if you ride your bike in races.
- The owner of the bike must put the bike together.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To find out how long the warranty lasts, I will look for words that tell about times, like day, month, or year.*

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 110 and 111, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 110 and 111, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Interactive Question-Response

Background Information

Read aloud the note. Tell students that *technical* means “having special and practical knowledge.” It often has to do with knowledge about machines or science.

Content Vocabulary

Read aloud the word and definition of *remove*.

Ask: *What is another way to say “remove the rear wheel”? (take off the rear wheel)*

To Sum Up Beginning

Have students work in pairs to read the bullet points in the To Sum Up box. Have them restate the steps to fixing a flat. Write the sequence words *first*, *then*, and *finally* on the board and have students use them in their responses.

Background Information

Technical directions tell you how to make, use, or fix something. The technical directions here tell you how to repair the tire on a bicycle

remove (ri mōōv') v. to take something off



To Sum Up

- ▶ You should know how to fix a flat tire on a bicycle.
- ▶ To fix a flat tire, you need to take off the wheel.

112

How to Fix a Flat Tire on a Bicycle

If you ride a bicycle, you've probably had a flat tire at one time or another. Knowing how to fix a flat tire is a skill you may need someday.

Materials

- 2 tire levers (small tools used to pry the tire from the rim)
- 1 six-inch crescent wrench
- a tube repair kit
- an air pump

Directions

Different steps are taken to remove the rear wheel and the front wheel. Removing the rear wheel is more involved.

Removing the Rear Wheel

Most flat tires occur in the rear tire. First, you need to remove the brake cable. To remove the brake cable, press both brake pads toward the wheel. This gives you enough slack in the cable so you can easily lift the cable's loose end from its housing in the brake lever. Next, put the bike on its back. Flip the quick-release lever⁶ use the crescent wrench to loosen both axle nuts. Take the derailleur body⁷ and pull it back toward you. Then, lift the chain and remove the wheel.

Removing the Front Wheel

First, remove the brake cable. Next, put the bike on its back. Then loosen the axle nuts or release lever. At this point, the wheel is off of the bike. Now it is time to take the tire off of the wheel.

Taking the Tire off the Wheel

Start at a point opposite from the tire valve.⁸ Work the spoon-like end of the tire lever under one edge of the tire, between the tire and metal rim. Then hook the slotted end of the tire lever onto a spoke. Now use the second lever to pry off more of the tire, working your way toward the tire valve. Soon you'll have one side of the tire off the rim. Use your tire levers to pry off the other side of the tire. Finally, remove the inner tube.

6. A **quick-release lever** is the handle you can use to take the wheel off the bicycle quickly and easily.

7. The **derailleur body** is the part that moves the chain from one gear to another gear on a multi-speed bicycle.

8. A **tire valve** is part of the tire that lets you pump air into the tire tube.

Differentiated Instruction

Clarify the Text Help students understand what a flat tire is and how it can be fixed.

Beginning Read aloud the text in To Sum Up as students follow along. Explain that a tire goes around a wheel and protects it. **Ask:** *Would it be a good idea to ride a bike with a flat tire? (no) Why not? (You might damage the wheels.)*

Intermediate Explain to students that certain steps must be followed to fix a flat tire. Have students read the headings from pages 112–113 and complete the sentence frames: *To fix a flat, first you have to _____. (remove the wheel) Next, you have to _____. (take the tire off the wheel) Last, you have to _____. (fix the leak)*

Advanced As these students read the complete text, they may not be familiar with the names of all the bike parts. Provide a visual of a bicycle wheel and help students identify these parts: *brake cable, tire valve, rim.*

How to Fix a Flat Tire on a Bicycle

Locating and Repairing the Leak

Find the air leak. Pump air into the tube and listen for a *pssss* sound.

Prepare the area around the leak. Use the sandpaper or metal scraper that comes in your tire repair kit. Sand or scrape the area all around the hole in your tire. This is called "roughing" the area. This will help the patch stick better to the tire. Next, cover the rough area with glue. This will be in your repair kit as well. Now wait for the glue to dry. It's important to wait for the glue to dry *before* you put the patch on.

Put the patch on the tube. Press down the edges of the patch with your tire lever. Look and feel inside the tire for what might have caused the flat. Be sure the "rim tape" (the rubber or cloth strip covering the spoke ends) is in place. You don't want all of your hard work to be wasted by allowing a rock or nail to remain in the rim!

Pump a couple of strokes of air into the tube. This will prevent the tube from becoming twisted.

Putting Your Bike Back Together

Put the tube back into the tire. Push the valve stem into the valve hole in the rim. Use your fingers to tuck one side of the tire back onto the rim. Use the tire lever when there is six inches of tire left. **DO NOT PINCH THE TUBE.** Then tuck the other side of the tire into the rim. Check that the valve stem stands straight up when you are through. Pump up the tire. Next, replace the wheel by following the first step in reverse and refastening the brake cable.

Your flat tire is now repaired. It is always a good idea to check the pressure on both tires before riding again. Be extra careful to avoid any nails, screws, or sharp pebbles as you ride. But if you should get a flat again, now you know how to fix it!

210

220

reverse (ri vers') *adj.* the opposite order or direction

230



To Sum Up

- > You find the leak.
- > You fix the leak with a patch.
- > After fixing the flat tire, you put the tube back in the tire.
- > Next, you pump up the tire.
- > Then you put the wheel back on the bike.

Functional Documents

113

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *reverse*.

Ask: *The directions say to follow the first step in reverse. If the first step is "remove the rear wheel," what is the reverse of that? (put the rear wheel back on)*

Grammar Link

BLM

Future Time Clauses with *Before*, *After*, and *When*

Prepare students to complete the activity master on page A18. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

B. Intermediate

Encourage students to scan the article “Choosing a Bike” and focus on the heading “Know the Bike Types.”

After Reading Have students complete the after reading activities on pages 266 and 267.

Comprehension Check

A. Check the three best bikes for touring:

- ☒ Road Sport Bikes
- ☐ Mountain Bikes
- ☒ Hybrid Bikes
- ☐ Comfort Bikes
- ☐ Cruisers
- ☒ Recumbents

B. Answer the following questions.

1. Where is it best to use a road sports bike? on pavement
2. Where is it best to use a mountain bike? on trails in the woods
3. When is it best to use a comfort bike? for town riding

C. Answer the following questions.

4. Why should you know how to fix a flat tire? It is a skill you may need someday.
5. Which tire goes flat the most, the front or rear? the rear tire
6. How can you avoid getting a flat tire? Avoid any nails, screws, or sharp pebbles as you ride.

For more practice, see page 266–267.



Writing Link

Fact Sheet

Have students work in pairs to write a fact sheet on the subject of choosing a bicycle. Explain to students that a fact sheet is a short, easy-to-read summary of key facts about a subject. Fact sheets include key words and phrases. Have students write their own fact sheets about the Consumer Choice Article. To help students begin, write the following guidelines on the board:

- Your readers: eighth-graders who have not read the Consumer Choice Article.
- Your purpose: to inform students about choosing a bicycle giving them the most important facts. Do not include opinions.
- Your format: Make a list or lists of bulleted facts. Do not write in paragraphs.
- The length: one page



RC-8.E.2 Paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

The Tell-Tale Heart

by Edgar Allan Poe

The Tell-Tale Heart 115

Oral Language

Build Background

Read the title and author. Explain that students will read “The Tell-Tale Heart” by Edgar Allan Poe, an author who is well known for writing horror stories and thrillers. **Ask:** What do you think tell-tale means? (*tattletale*)

Talk About the Short Story

Explain that the person telling the story kills a man. Afterward, he thinks he hears the man’s heart beating.

Beginning Tell students that a beating heart makes a certain sound. **Ask:** *Have you ever listened to your heart beat?*

Intermediate Explain that sometimes when people are nervous, their hearts beat faster. Have students describe what happens to them when they are nervous. Provide the following sentence prompt.

When I am nervous, _____. (my hands start sweating, my mind goes blank)

Advanced/Advanced High Explain that sometimes when people do something wrong, they may or may not feel bad about it. Point out that people react in different ways. Discuss with students how different people act when they do something wrong. Ask questions, such as: *Do people tend to act differently when they have done something wrong?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant /n/ Spelled *kn*

Literary Element

- Mood

Reading Strategy

- Paraphrase

Fluency

- Expression and Intonation: Punctuation

Comprehension

- Beginning/Middle/End Chart BLM

Word Study

- Context Clues BLM

Writing Link

- Journal Entry

BLM

BLM

Grammar Link

- Simple and Compound Sentences BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Short Story. Reproduce the chart on the board. **Model** / *thought it would be right to take some candy to give to my brother. I found out that was stealing, and it was wrong.* Model writing your response on the chart, and have volunteers suggest other responses. Then have individuals fill in their own charts.

Literary Element Mood

Explain that the mood of a story is the feeling or emotions it creates. A story could have a cheerful mood, a scary mood, or a depressed mood. Explain that Edgar Allan Poe is famous for writing stories with a scary mood. Read aloud the Literary Element. As you read, write the word *mood* on the board and then write the words *dark* and *scary* under it. **Ask:** *What mood do these words create? (A frightening one.) What are some other words or images that describe a frightening mood? (creepy, stormy)*

Reading Strategy Paraphrase

Read aloud the Reading Strategy. Provide them with this sentence from “The Tell-Tale Heart” and ask them to restate it in their own words: “True!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad?” **Model** *A paraphrase of this sentence would be “Yes, it is true that I was very nervous, and that I still am very nervous, but why does that make you think I am crazy?”*

Before You Read



Connect to the Short Story

Have you ever done or thought something you felt was right, but was actually wrong? Talk about it with partner. Then write words and phrases about what you thought was right and what was really right.

What I thought was right	What was really right
Possible answer: lying is ok sometimes	Possible answer: lying is always wrong

Literary Element Mood

Mood is the emotional feeling of a story or poem. The author creates the mood that describe the setting, events, and objects. Mood helps the reader get involved in the story.

Edgar Allan Poe is known for writing scary stories and poems. To figure out the mood of “The Tell Tale Heart,” look for words and phrases that describe something. For example he uses “black” and “darkness” to describe a room. Think about how you feel when you read these words.

Reading Strategy Paraphrase

It can be different to read older stories. When you **paraphrase** you put a story into your own words. This can help understand the story better.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

acute (ə kūt') *adj.* sharp; very strong
When I fell down, the pain in my ankle was **acute**.

➤ Cognate (Spanish) **agudo**

conceived (kən səvd') *v.* planned
Koffi **conceived** a great idea for a story.

➤ Cognate (Spanish) **concebir**

vexed (vekst) *adj.* annoyed or bothered
The teacher was **vexed** because the students arrived late.

profound (prə found') *adj.* with great understanding or knowledge
The intelligent teachers says **profound** things about the book.

➤ Cognate (Spanish) **profundo**

stifled (stī' fəld) *v.* held back
The actor **stifled** a sneeze while on stage.

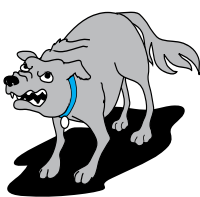
refrained (ri frānd') *v.* to keep from doing or saying something
The girl **refrained** from talking while the teacher was speaking. .

Content Vocabulary

nervous (nur' vəs) *adj.* upset or uneasy
My little brother is **nervous** about being alone at night.



mad (mad') *adj.* mentally ill; crazy
The old dog is **mad** and wild.



cautiously (kō' shəs lē) *carefully*
My mother drives **cautiously** in bad weather.



mortal (mōrt' əl) *adj.* very great; extreme
I felt **mortal** fear during the storm.



awe (ō') *n.* great fear or wonder
The beauty of the waterfall filled us with **awe**.



vain (vān') *adj.* of no use; unsuccessful
I made **vain** attempts to call her. She did not answer the phone.



terror (ter' ə) *n.* great fear
The child feels **terror** during storms.



manner (man'ər) *n.* a way of acting or behaving
The nurse has a kind **manner**. She is nice to every patient.



For more practice, see page 268.

The Tell-Tale Heart 117

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **acute**, it is very sharp or strong. **Example:** The smell of pepper is **acute**.
Ask: What is another example of something that is acute? **EXAMPLE**

When something is **conceived**, it is planned or imagined. *The robber conceived a plan to rob the bank.* Describe a time when you conceived of something. **DESCRIPTION**

When a person is **vexed**, he or she is annoyed or bothered by something. *Anne was vexed when she lost her house keys.* What is another word for **vexed**? **SYNONYM**

Continue the process with *profound*, *stifled*, and *refrained*.

Content Vocabulary

A **nervous** person is usually upset or uneasy. *Juan was nervous about the difficult math test.* What is the opposite of **nervous**? **ANTONYM**

When someone acts insane and crazy, he or she might be **mad**. *His strange behavior was a sign of how mad he really was.* How are the words *mad* and *mentally ill* the same? How are they different? **COMPARE AND CONTRAST**

When you walk **cautiously** on ice, you walk carefully. *The driving teacher advised him to drive cautiously.* Describe a time when someone might behave cautiously. **DESCRIPTION** Continue the process with *mortals*, *awe*, *vain*, *terror*, and *manner*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 268.

Phonics

Consonant /n/ Spelled kn

Tell students they are going to practice pronouncing and identifying words with the sound /n/ spelled *kn* with the silent consonant *k*. Write a word that contains the sound /n/ spelled *kn*, such as *knob* or *knee*. Slowly pronounce the word. Explain that the *k* is silent. Explain the word's meaning and have students repeat the word. Then write the word *knew* on the board, pronounce it, and explain its meaning. Tell students to look for the word *knew* on page 120 when they read the selection.

Have students look for words in the dictionary with the sound /n/ spelled *kn* at the beginning of the word. Write on the board some of the words that the students find. Ask students to explain their meaning, and pronounce them with students.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Focus students on the first sentence of the first paragraph. **Ask:** *Who is nervous?* (The narrator is nervous.) *What does the sentence say about being mad?* (The narrator asks the reader why he thinks he could be mad, or mentally ill.) *What do you think the opposite of nervous is?* (Calm is the opposite of nervous.) *What is the opposite of mad?* (Sane is the opposite of mad.)

To Sum Up

Beginning The first page of the story introduces the main characters and the plot of the story. Have students reread the To Sum Up statements and then complete the following sentence frames.

The main characters of "The Tell-Tale Heart" are ____ and _____. The narrator plans to ____ because he hates his ____.

(The main characters of "The Tell-Tale Heart" are the narrator and the old man. The narrator plans to kill the old man because he hates his eye.)

nervous (nur' vəs) *adj.* upset or uneasy



mad (mad) *adj.* mentally ill; crazy



My blood ran cold means "I felt scared."

To Sum Up

- The narrator hates the old man's eye.
- The narrator plans to kill the old man because of the eye.

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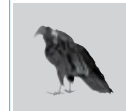
The Tell-Tale Heart



True!—nervous—very, very dreadfully nervous I had been and am; but why *will* you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken!¹ and observe how healthily—how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once **conceived**, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye!

yes, it was this! One of his eyes resembled that of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, **my blood ran cold**; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye for ever.



vulture

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen *me*. You should have seen how wisely I proceeded—with what caution—with what foresight²—with what dissimulation I went

Vocabulary

acute (ə kūt') *adj.* sharp; very strong
conceived (kən sévd') *v.* planned

1. When the narrator says "**Hearken**," he means "listen."
2. If you use **foresight**, you prepare for the future.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A19.

to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it—oh, so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly³ I thrust it in! I moved it slowly—very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha!—would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously—oh, so cautiously—cautiously (for the hinges creaked)—I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights—every night just at midnight—but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who **vexed** me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had **passed the night**. So you see he would have been a very **profound** old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night, had I felt the extent of my own powers—of my sagacity.⁴ I could

Vocabulary

vexed (vekst) *adj.* annoyed or bothered

profound (prə found') *adj.* showing great understanding or knowledge

3. **Cunningly** means "smartly."

4. **Sagacity** (sə gas' ə tē) is wisdom and good judgment.

 Literary Element

Mood The author is creating a mood of suspense. Circle three words below that describe the mood of the story.

secretive
funny
scary

tense
boring
silly

cautiously (kô' shas lē) *adv.* carefully



Follow along as your teacher leads the class in reading aloud the second section of boxed text.

Passed the night means "slept."

To Sum Up

- The narrator sneaks into the old man's room every night.
- The narrator waits for the man to open his eye, but he does not.

Interactive Question-Response

Literary Element Mood

If students have difficulty responding: **Model** *The mood of a story is created by the way the author uses words and phrases to describe something. The author creates mood by describing how the narrator goes into the old man's room very slowly. Remind the students that the mood is an important element of the story because it helps you feel like you're part of the story. Ask: Is the mood of the story tense or funny? (tense) Why? (It is tense because he tells how slowly he crept, how the hinges creaked, how the Evil Eye was closed.)*

Comprehension Check

Ask: What does the narrator do every night? How do the narrator's actions contribute to the mood of the story? (sneaking into the old man's room, shining a thin ray of light on old man's eye, watching him sleep night after night create a suspenseful mood)

Content Vocabulary

Read aloud the word and definition. Point out that the narrator undid the lantern very cautiously so the hinges wouldn't creak or make noise.

Ask: What did the author show by using that description? (He is building suspense for what is to come. You know he will kill the old man, but you don't know when.)

Fluency

Expression and Intonation: Punctuation

Intermediate Tell students that they will be doing a choral reading of the boxed text that begins, "And then, when my head was well in the room..." Remind students to pause when they come to a comma, period, or dash. Model the fluency skill as you read the text at a moderate tempo. Then have all students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have students join you in a shared reading. Direct students to follow along in their books as you read aloud the second section of boxed text. Have them notice how you pause when you come to a comma, period, or a dash. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the word *mortal*. **Ask:** *How is a groan of mortal terror different from a groan of pain or grief? (A groan of mortal terror is extremely frightened.)* Then have a student read aloud the word and definition of *awe*. **Ask:** *What is something that would fill you with awe? (Seeing a beautiful piece of art would fill me with awe.)*

mortal (môrt' əl) *adj.* very great; extreme



awe (ô) *n.* great fear or wonder



To Sum Up

- The old man wakes up when the narrator is looking at him.
- The narrator is quiet, so the old man does not know he is there.

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scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back—but no. His room was as black as pitch with the thick
60 darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out—"Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed, listening;—
70 just as I have done, night after night, hearkening to the death watches⁵ in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief—oh, no!—it was the low **stifled** sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and
80 pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had

Vocabulary

stifled (stī' fald) *v.* held back

5. **Death watches** are beetles that drill into wood. Some people believe that the sound these insects make warn that death is coming.

Differentiated Instruction

Clarify the Text Help students understand how the narrator and the old man are feeling when the old man hears a noise.

Beginning Have pairs of students work reread the To Sum Up box on this page. Then have students discuss a time they sensed or heard something while they were sleeping that woke them up. Provide the following sentence prompt. *I heard a noise in the middle of the night, and I felt ____.*

Intermediate Explain that the old man senses someone is there and sits up in bed. Explain that the narrator assumes the old man is scared because he hears him groan. The narrator compares the terror to "death watches in the wall." Have students describe how this is a clue to what is coming

Advanced As these students read the complete text, they may not understand what the old man is experiencing when he senses someone is there and sits up in bed. Help students find the text that explains how the narrator knows how the old man felt.

been ever since growing upon him. He had been trying to **fancy them causeless**, but could not. He had been saying to himself—"It is nothing but the wind in the chimney—it is only a mouse crossing the floor," or "it is merely a cricket which has made a single chirp." Yes, he has been trying to comfort himself with these suppositions: but he had found all in **vain**. *All in vain*; because Death, in approaching him, had stalked with his black shadow before him, and enveloped⁶ the victim. And it was the mournful influence of the unperceived shadow that caused him to feel—although he neither saw nor heard—to *feel* the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little—a very, very little crevice in the lantern. So I opened it—you cannot imagine how stealthily, stealthily—until, at length, a single dim ray, like the thread of the spider, shot from out the crevice and fell upon the vulture eye.

6. **Enveloped** means "closed in."

REFLECT

Paraphrase

The author writes, "And it was the mournful influence of the unperceived shadow that caused him to feel—although he neither saw nor heard—to feel the presence of my head within the room." Talk about the meaning of this sentence with a partner. Then rewrite this sentence in your own words.

Possible answer: It was the thought of death that told him I was in the room.

PARTNERS

Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help.

Fancy them causeless means "ignore them."

vain (vān') *adj.* of no use; unsuccessful



Literary Element

Mood Think about how the narrator describes the old man. How does the description make you feel? Choose the word that best describes the mood.

- ☐ angry
☒ scary
☐ happy

To Sum Up

- The old man is afraid.
- The old man does not know the narrator is in the room.
- The narrator shines a light on the old man's eye.

The Tell-Tale Heart

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *vain*.

Ask: What did the narrator say that the old man found to be "all in vain"? (It was all in vain to try to believe the noise was something else because the old man knew the noise meant he would die soon.)

Literary Element Mood

If students have difficulty responding: **Model** The narrator describes what the old man must be thinking. He says that the old man is frightened and surrounded by Death. He says the old man is trying to comfort himself, but it is no use because he knows he is going to die. **Ask:** The old man is frightened and cannot be comforted. He is surrounded by Death. How does that make you feel? (It scares me.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** To answer this, I would think about how the author uses some words to mean something else. I would try to describe what I thought in my own words.

Write the following sentence frame on the board to help students organize their thoughts.

I think that "the unperceived shadow caused him to feel my presence in the room" means _____. (the thought of death told him I was in the room.)

Word Study

BLM

Context Clues

Look at the word *stealthily*. Often the context of a story can help us define unfamiliar words. What is already happening and what is the narrator planning to do? (The narrator goes to the man's bedroom and is planning to kill the old man in his sleep.) In what way is he trying to kill him? (slowly, deliberately, secretly, slyly) All these words have something in common. They describe the narrator's cautious mood and actions. Have students complete the activity master on page A20.

Interactive Question-Response

Comprehension Check

Have students identify words and phrases in the text that support their answer. (*"It grew furiously."; "precisely on the damned spot."*)

Content Vocabulary

Read aloud the word and definition of *terror*.

Ask: How does the narrator know that the old man is filled with terror? (The narrator says the old man must be afraid because he can hear his heart beating.)



Comprehension Check

Why is the narrator angry?

Possible answer: He is
angry because the light is
shining on the evil eye.

terror (ter'ər) *n.* great fear



To Sum Up

- The narrator shines the light on the open blue eye.
- The old man's heart beats louder and louder.
- The narrator stands still until it is time to act.

122

It was open—wide, wide open—and I grew furious as I gazed upon it. I saw it with perfect distinctness—all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

And now have I not told you that what you mistake
110 for madness is but overacuteness of the senses?—now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew *that* sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I **refrained** and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo⁷ of the heart increased. It grew quicker and quicker,
120 and louder and louder every instant. The old man's **terror** must have been extreme! It grew louder, I say, louder every moment!—do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me—the sound would be heard by a neighbor! The old man's hour had come! With a
130 loud yell, I threw open the lantern and leaped into the

Vocabulary

refrained (ri fränd') *v.* to keep from doing or saying something

7. A **tattoo** is a drumming sound.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A19.

room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned,⁸ and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings.⁹ I then replaced the boards so cleverly, so cunningly, that no human eye—not even *his*—could have detected anything wrong. There was nothing to wash out—no stain of any kind—no blood-spot whatever. I had been too wary for that. A tub had caught all—ha! ha!

When I had made an end of these labors, it was four o'clock—still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart—for what had I *now* to fear? There entered three men, who introduced themselves, with perfect suavity,¹⁰ as officers of the police. A shriek had been

8. *Waned* means “passed” or “went on.”

9. The *scantlings* are the boards that hold up the floor boards.

10. *Suavity* (swāv' atē) is a smooth, polite manner.

130



Literary Element

Mood How does this part of the story make you feel? Talk with a partner. Then in your own words describe the mood of this part of the story. What words in the story make you feel this way?

Possible answer: relief

and quiet

140

Look for the words *for*, *then*, and *so* on this page. Say each word aloud. Then write a sentence using each of these words. Read your sentence to a partner.

150

To Sum Up

- The narrator kills the old man.
- The narrator hides the body under the floor.
- Three police officers come to the door.

The Tell-Tale Heart

123

Interactive Question-Response

Literary Element Mood

If students have difficulty responding, ask them to name the main event that happens on this page. (*The old man dies.*) Remind students that the tension has been building up to this point.

Ask: *How has the mood changed? Find words or phrases in the text to support your answer. (The mood is calmer; the narrator has a sense of relief now that the deed is done. Words are “smiled gaily”; “no pulsation”; “His eye would trouble me no more.”)*

Help students develop basic sight vocabulary by identifying some of the sight words on this page. Assess students’ understanding of the meanings of the words *for*, *then*, and *so*. Write a sample sentence on the board for each word. (*I am ready for the test; We will work, then we will rest; You were gone so long!*) If beginning students are struggling to create complete sentences, encourage them to write and say simple phrases instead.

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements from the beginning of the story on page 129. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when____, when____, and when____.

(The most important events are when the narrator decides to kill the old man, when the narrator sneaks into his room every night, and when he kills the old man and hides his body.)

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *manner*. **Ask:** *How does the narrator think his manner convinced the officers? How did his manner change? (At first, he felt he was in control and acted normally. Then, he became anxious when he thought he heard something.)*

Reposed means “lay” or “rested.”

manner (man’ər) *n.* a way of acting or behaving



To Sum Up

- The police officers say that a neighbor heard the old man scream.
- The narrator tells the officers to search the house.
- The narrator begins to feel nervous and wants the them to leave.

124

heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed¹¹ to search the premises.

160 I smiled—for *what* had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search—search well. I led them, at length, to *his* chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them *here* to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which **reposed** the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct—it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness—until, at length, I found that the noise was *not* within my ears.

No doubt I now grew *very* pale—but I talked more fluently,¹² and with a heightened voice. Yet the sound increased—and what could I do? It was a *low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton*. I gasped for breath—and yet

11. The officers were asked to do something, or **deputed**, by a superior.

12. To speak **fluently** is to speak very easily.

Differentiated Instruction

Clarify the Text Support the students in understanding how the narrator behaves when the policemen come to the house.

Beginning Have the students work in pairs to reread the To Sum Up box on this page. Then have students discuss why the narrator might be nervous. Have the students complete the following sentence prompt: *The narrator was nervous because _____. (he killed the old man)*

Intermediate Have students read aloud the boxed text on this page with partners. Then ask them to choose the point in the text where the narrator’s behavior begins to change. (“*But, ere long, I felt myself getting pale and wished them gone.*”)

Advanced Explain that when the police officers come, the narrator is confident and doesn’t think he can get caught. Encourage students to reread the text that shows how sure of himself he was. Have the students restate these lines in their own words.

the officers heard it not. I talked more quickly—more vehemently; but the noise steadily increased. I arose and argued about trifles,¹³ in a high key and with violent gesticulations;¹⁴ but the noise steadily increased. Why *would* they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men—but the noise steadily increased. Oh God! what *could* I do? I foamed—I raved—I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—*louder*! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they *knew*!—they were making a mockery¹⁵ of my horror!—this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die!—and now—again!—hark! louder!

13. *Trifles* are unimportant things.

14. *Gesticulations* means "gestures or motions."

15. To *make a mockery* of a thing is to make it seem stupid or worthless.

REFLECT

Paraphrase

In your own words, explain what the narrator means by "they were making a mockery of my horror."

Possible answer: They were making fun of how scared I was.



Talk about your answer with a partner.



Literary Element

Mood The narrator begins to panic. How do you know? Talk with a partner. Then underline the words and sentences that help to create this mood.

To Sum Up

- The narrator hears a noise in his head.
- He begins to act strangely.
- He says that the noise is loud, but the officers cannot hear it.

The Tell-Tale Heart

125

Interactive Question-Response

Literary Element Mood

If students have difficulty responding: **Model** *I know the narrator begins to panic because he starts talking more quickly and in a high voice. Ask: What else did the narrator do that showed he was anxious and upset? (He talked more quickly, paced the floor, and threw a chair.) What kind of mood did this create? (a tense one)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *The narrator imagined that the officers were making fun of how scared he was and pretending they didn't hear the loud noise. Write the following sentence frame on the board to help students organize their thoughts.*

He thought the officers were ____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 124 and 125, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 124 and 125, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

English Language Learning Strategies

To help students request assistance and monitor comprehension as they speak and answer: **Model** *If I do not understand the question or if I do not understand what my partner says, I can ask my partner questions.*

Write the following questions and sentence frames on the board. Then say them aloud and have student repeat after you.

I don't understand. Would you explain what you mean by that?
Can you give me an example?

Interactive Question-Response

Comprehension Check

Ask students to share what they think the narrator did at the end of the story. **Ask:** *Why do you think the narrator admits he is guilty? (He thinks he can hear the old man's heart still beating, and it is driving him crazy, so he confesses.)*

Academic Vocabulary

Explain to students that the narrator had **psychological** reasons for confessing to the murder. *Psychological* means “related to the mind” and describes feelings and emotions that cause a person to do something. Have students think about what thoughts the narrator reveals before his confession. Emphasize that these thoughts are his psychological reasons for confessing.

Provide the following sentence frames for students to complete.

The narrator confessed because _____. (he thought the officers heard the beating heart.)

_____ was a psychological reason for his confession. (Guilt, Fear)



Comprehension Check

What does the narrator do at the end of the story? Check the correct answer.

- ☐ attacks the officers
- ☒ admits he is guilty
- ☐ throws the officers out

210 louder! louder! *louder!*—“Villains!” I shrieked, “dissemble¹⁶ no more! I admit the deed!—tear up the planks!—here, here!—it is the beating of his hideous heart!”

To Sum Up

- The narrator finally becomes mad.
- The narrator tells the police officers that he killed the old man.

16. **Dissemble** means “to disguise a person’s true thoughts or feelings.”

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A19.

After You Read



Vocabulary Check

awe manner nervous terror

A. Write the word that best fits each picture.



1. terror



2. manner



3. nervous



4. awe

B. Write each vocabulary word on the line beside its antonym.

cautiously conceived mad mortal vain

5. mad normal

8. mortal regular

6. cautiously carelessly

9. conceived copied

7. vain successful

C. Read the vocabulary words. Which word has the same meaning or almost the same meaning? Check the correct answer.

10. acute

- ☒ strong or sharp
☐ large

13. profound

- ☐ not lost
☒ very smart

11. refrained

- ☐ did again
☒ stop doing

14. stifled

- ☒ held back
☐ clear

12. vexed

- ☒ annoyed
☐ imagined

Vocabulary Check

A. Beginning/Early Intermediate

Read each word aloud. Encourage students to point to the picture that best fits the word. Then turn the question into a statement and have students repeat as point to the word and picture. For example: *Which is a picture that shows terror? This is a picture that shows terror.*

Grammar Link

BLM

Simple and Compound Sentences

Prepare students to complete the activity master on page A21. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students pair up and take turns expressing their ideas and opinions about the narrator's actions in the story. How do they feel about what the narrator did? Tell students that they should use both simple and compound sentences as they speak. As students listen to their partners, have them keep track of how many simple and how many compound sentences they hear.

Comprehension Check

A. Beginning

If students have trouble answering, have them retell the story in their own words. **Model** *If I told the story in my own words, I would say that first the narrator thinks about killing the old man. Then he kills him. Finally, he confesses to the police.* Have students use their retelling of the story to identify the beginning, middle, and end statements.

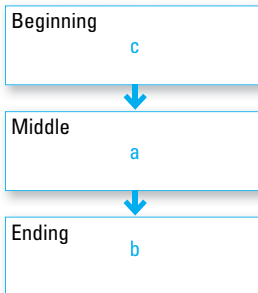
After Reading Have students complete the after reading activity on pages 269.

After You Read



Comprehension Check

A. What happens in "The Tell-Tale Heart"? Use the diagram to tell the events in order. Write the letter of the event in the correct box.



- The old man knows something is going to happen. The narrator kills him.
- The police arrive. The narrator admits he killed the old man.
- The narrator wants to kill the old man.

B. Complete the sentences about the mood in "The Tell-Tale Heart."

- At the beginning of the story the narrator feels nervous.
- The narrator wants to kill the old man because his pale blue eye scares him.
- When the officers come to the door, the narrator is calm.
- The narrator tells the officers what he did because he feels guilty.

C. Answer the questions about the mood in "The Tell-Tale Heart."

- How would you describe the mood of the story?
tense and suspenseful
- What helped to create the mood?
the narrator's secrecy; the narrator's short words when he is about to admit he killed him
- How does the mood change from the beginning of the story to the end?
It starts secretive and calm. Then it changes to sudden and scary.

For more practice, see page 269.



Writing Link

Journal Entry

Students should write a journal entry from the narrator's point of view. Have students work in small groups to imagine the kinds of things the narrator might say in his private journal. **Model** *I know that the narrator was very nervous. What kinds of things might a nervous person say? Maybe he would say he felt worried and scared by small things.* Then have students write a journal entry reflecting the narrator's state of mind. Encourage students to read their entry to the class.



8.3 Analyse, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support understanding.

ICARUS & DAEDALUS

by Josephine Preston Peabody

Icarus and Daedalus

129

Oral Language

Build Background

Read aloud the title and the name of the author. Explain that “Icarus and Daedalus” is an ancient Greek myth retold by Josephine Preston Peabody, a poet and playwright of the late nineteenth century. Explain that *Icarus* and *Daedalus* are the main characters in the myth. Pronounce the names one at a time, slowly. Tell students that in the story, Daedalus and his son Icarus go on a dangerous journey together. **Ask:** *What do parents tell young children to keep the children safe? (Stay close to me. Hold my hand.)*

Talk About the Myth

Explain that in this myth, Daedalus figures out a way to fly.

Beginning Gesture flying like a bird. **Ask:** *Have you ever wished that you could fly like a bird? (yes/no)*

Intermediate **Ask:** *What do you think it would feel like to fly?* Have students complete the following sentence frame:

If I could fly, I think I would feel ____ because ____.

Advanced/Advanced High Guide students to realize that this myth is from a time thousands of years before the invention of airplanes. **Ask:** *Why might people who lived a long time ago think there was something wrong with the idea of people flying?*

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Myth

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Vowel /u/

Literary Element

- Myth

Reading Strategy

- Draw Conclusions About Plot

Writing Link

- Song

Comprehension

- BLM

Grammar Link

- Simple past tense: Irregular Verbs

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Myth

Read aloud Connect to the Myth. Reproduce the steps on the board. **Model** *I had a goal of running in a race. To achieve that goal, I had to follow these steps.* Model writing the steps, and have volunteers suggest other responses. Then have individuals write their own goal, and the steps they would follow to reach them.

Literary Element Myth

Read aloud the Literary Element feature. Discuss with students what they already know about Greek mythology. For example, students may already be familiar with some heroes and gods from Greek myths, such as Heracles (*Hercules*), Zeus, Pandora, Eros (*Cupid*), or Hermes (*Mercury*). Ask students to identify some of the special powers that the Greek gods had. (*Eros made people fall in love. Hermes could run very fast.*) **Ask:** *How do you think the Greek gods would feel if humans found a way to get these powers? (angry)*

Explain that myths often teach important lessons. Connect the idea of limits with “Icarus and Daedalus.” Explain that this myth helps explain one of the ways the ancient Greeks felt people should act. It tells what happens when people try to go beyond natural limits.

Reading Strategy Draw Conclusions About Plot

Read aloud the Reading Strategy. Tell students that if they learn to draw conclusions about plot, they will be able to form an idea or make general statements about the text. **Model** *In many fairy tales, a kind-hearted and beautiful girl has a problem. Fairy tales almost always end with the girl marrying a prince and living happily ever after. If I read a story with a plot like this, I know it is a fairy tale.*

Connect to the Myth

Think about a time you had a goal and the steps you took to be successful. Write the goal. Then write three steps you took to reach that goal.

My Goal: _____ Possible answer: running in a race

Step 1: _____ Possible answer: ran every day after school

Step 2: _____ Possible answer: ate right

Step 3: _____ Possible answer: got plenty of sleep

Literary Element Myth

A **myth** is an ancient story that helps explain nature. Myths help people understand why life is the way it is. Myths commonly have gods, goddesses, and humans as characters. They also have extraordinary and unbelievable events.

Sometimes humans and gods live side-by-side in myths. Sometimes humans get in trouble for trying to act like gods. Sometimes the gods and goddesses have emotions and feelings just like humans.

Reading Strategy Draw Conclusions About Plot

When you **draw conclusions about plot**, you form a general idea or statement based on the events in a story.

To draw conclusions about plot, look at

- details about events, characters and ideas.
- make connections between these elements.
- form a statement from the details and what you know.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

cunning (kun' ing) *adj.* smart and sneaky
The **cunning** fox escaped the hunters.

imprisoned (im priz' ənd) *v.* put in a prison
The woman was **imprisoned** for her crime.

wavered (wā' vəd) *v.* moved unsteadily back and forth
The house made of cards **wavered** and then fell down.

rash (rash) *adj.* quick or done without thinking
Don't make **rash** decisions about your future.

vacancy (vā' kən sē) *n.* empty space
There was not a single **vacancy** at the busy hotel.

quench (kwench) *v.* satisfy or take care of a need
Marta drank a glass of water to **quench** her thirst.

Content Vocabulary

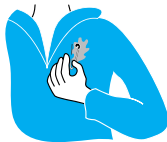
tangled (tang' gəld) *adj.* twisted and confusing
The city's streets were so **tangled** that we got lost.



veered (vērd) *v.* turned or changed direction
The driver **veered** into a different lane. He did not want to hit the deer.



fastened (fas' ənd) *v.* attached together
I **fastened** the pin on my sweater.



blaze (blāz) *n.* a hot fire
The firefighters rushed to put out the **blaze**.



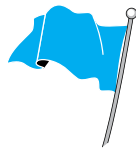
folk (fōk) *n.* people who live in a certain area
City **folk** aren't used to seeing the stars at night.



glimpse (glimps) *n.* a quick look at something
The boy got a **glimpse** of the runner as she ran by.



fluttered (flut' ərd) *v.* waved or moved in the air
The flag **fluttered** in the wind.



afloat (ə flōt') *adv.* floating on water
The boat stayed **afloat** during the storm.



For more practice, see page 270

Icarus and Daedalus

131

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: A **cunning** person or animal is smart and sneaky. **Example:** In the stories of Rabbit and Fox, the **cunning** rabbit always fools the fox. **Ask:** In animal stories, which animal is often shown as being cunning? **EXAMPLE**

When someone is **imprisoned**, he or she is put in a prison. *The man was imprisoned for stealing.* Why are people usually imprisoned? **EXPLANATION**

If something **wavered**, it moved unsteadily back and forth. *The candle flame wavered in the wind.* How is **wavered** the opposite of **steady**? **ANTONYM**

Continue the process with **rash**, **vacancy**, and **quench**.

Content Vocabulary

When something is **tangled**, it is twisted and confusing. *The story seems tangled because it has so many characters.* What is the opposite of **tangled**? **ANTONYM**

If you **veered**, you changed the direction you were going. *If you veered right while running, you turned to the right.* How would your movement change if you veered left? **DESCRIPTION**

If something is **fastened**, it is attached to something else. *I fastened the poster to my wall.* How is something that is **fastened** similar to something that is **pinned**? **SYNONYM**

Continue the process with **blaze**, **folk**, **glimpse**, **fluttered**, and **afloat**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 270.

Phonics

Short Vowel /u/

Tell students they are going to practice the /u/ sound. Tell them that this sound can be made by different letters and letter combinations in English, but it is most commonly made by the single letter **u**. Ask students to find a vocabulary word with the /u/ sound spelled **u** in it (**cunning**, **fluttered**). Slowly pronounce the word, and have students raise their hand when they hear /u/ sound and lower their hand when the sound stops. Then have students say the word.

Ask students to find words with the /u/ sound spelled **u** on page 133 (*but*, *sun*, *up*, *sustained*). Students can say the words as you briefly explain their meanings.

ICARUS & DAEDALUS

Interactive Question-Response

Content Vocabulary

Read aloud the word *tangled* and its definition. Explain that a labyrinth is a maze; it has paths that you can get lost on. **Ask:** *What was tangled? (the paths of the labyrinth)* Read aloud the word *veered* and its definition. Explain that here, *favor* means “good opinion.” **Ask:** *What is another way to say this sentence: “The king’s favor veered?” (The king’s feelings changed.)* Read aloud the word *fastened* and its definition. **Ask:** *What did Daedalus use to fasten the feathers together? (thread)*

Comprehension Check

If students have difficulty responding: **Model /** *know that Daedalus is imprisoned on an island, so probably the only way to get off of it is by ship.* Guide students to understand that by guarding the ships, the king has people watching who gets on the ships. Lead them to realize that because of this, Daedalus could not get on any ship to leave the island.

tangled (tang’ gəld) *adj.* twisted and confusing.



veered (vērd) *v.* turned or changed direction



Comprehension Check

Explain why Daedalus thought it was impossible to leave the island.

Possible answer: All the

ships coming and going

were guarded by the king.

fastened (fas’ ənd) *v.* attached together

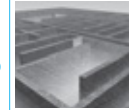


To Sum Up

- Daedalus and his son Icarus are imprisoned on the island of Crete.
- Daedalus puts feathers together with wax to make wings.

Among all those mortals¹ who grew so wise that they learned the secrets of the gods, none was more **cunning** than Daedalus.

He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly **tangled** up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king’s favor



Labyrinth

veered with the wind, and one day he had his master architect **imprisoned** in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since every ship that came or went was well guarded by order of the king.

At length, watching the sea gulls in the air—the only creatures that were sure of liberty—he thought of a plan for himself and his young son Icarus, who was captive with him.

Little by little, he gathered a store of feathers great and small. He **fastened** these together with thread, molded them in with wax, and so fashioned² two great wings like those of a bird. When they were done, Daedalus fitted them to his own shoulders, and after one or two efforts, he

Vocabulary

cunning (kun’ ing) *adj.* smart and sneaky
imprisoned (im priz’ ənd) *v.* put in a prison

¹ **Mortals** are humans. A mortal is a person who, unlike gods, will eventually die.

² Here, **fashioned** means “made.”

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A22.

found that by waving his arms he could winnow the air and cleave³ it, as a swimmer does the sea. He held himself aloft, **wavered** this way and that with the wind, and at last, like a great fledgling, he learned to fly.

Without delay, he fell to work on a pair of wings for the boy Icarus, and taught him carefully how to use them, bidding him beware of **rash** adventures among the stars. "Remember," said the father, "never to fly very low or very high, for the fogs about the earth would weigh you down, but the **blaze** of the sun will surely melt your feathers apart if you go too near."

For Icarus, these cautions went in at one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy's head but the one joy of escape.

The day came, and the fair wind that was to set them free. The father bird put on his wings, and, while the light urged them to be gone, he waited to see that all was well with Icarus, for the two could not fly hand in hand. Up they rose, the boy after his father. The hateful ground of Crete sank beneath them; and the country **folk**, who caught a **glimpse** of them when they were high above the treetops, took it for a vision of the gods—Apollo, perhaps, with Cupid⁴ after him.

At first there was a terror in the joy. The wide **vacancy** of the air dazed them—a glance downward made their brains reel. But when a great wind filled their wings, and Icarus felt himself sustained, like a halcyon-bird in the hollow of a wave, like a child uplifted by his mother, he

Vocabulary

wavered (wa' vard) v. moved unsteadily back and forth
rash (rash) adj. quick or done without thinking
vacancy (va' kan sē) n. empty space

3. To **winnow** and **cleave** means "to separate."

4. In Greek mythology, **Apollo** is the god of the sun. **Cupid** is the god of love and is often seen as a boy.



Comprehension Check

Vocabulary Many English words came from Anglo-Saxon and Old English. One word is *folk*, meaning "people." What do *folktale* and *folkdance* mean?

Possible answer: *Folktale*

means a story that is

passed down among

people. *Folkdance* is a

dance that is common

among people.

blaze (blāz) n. a hot fire



folk (fōk) n. people who live in a certain area



glimpse (glimps) n. a quick look at something



To Sum Up

- ▶ Daedalus makes wings for himself and his son, and they learn how to fly.
- ▶ Daedalus warns Icarus not to fly too close to the sun.

Icarus and Daedalus

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Interactive Question-Response

Content Vocabulary

Have a student read aloud the word *blaze* and its definition. **Ask:** *What does "the blaze of the sun" mean? (the heat of the sun)* Have a student read aloud the word *folk* and its definition. **Ask:** *Where did the folk who saw Icarus and Daedalus live? (in the country)* Have a student read aloud the word *glimpse* and its definition. Explain that *to catch a glimpse* is an idiom. It means "to get a quick look." **Ask:** *Did the people who caught a glimpse of Icarus and Daedalus get to see them clearly? Explain. (No. The people only saw them for a moment.)*

Comprehension Check

If students have difficulty resonating: **Model** *Folk means "people" and tale means "story", so a folktale is probably a story common to a group of people.* Have students share their definitions of *folkdance*. **Ask:** *What is folk music? (Folk music is music that is common among a people.)*

Differentiated Instruction

Clarify the Text Help students understand Daedalus's warning.

Beginning Read aloud the second bullet in To Sum Up. **Ask:** *Which word in the sentence is a clue that something bad may happen to Icarus? (warns) How do you think Daedalus feels about letting Icarus fly? (worried)*

Intermediate Have partners read aloud the last paragraph in the first box. Then have them complete the following sentence frames:
Daedalus warns Icarus not to fly ____ (too low) because the fogs will _____. (weigh him down) He warns Icarus not to fly ____ (too high) because the sun will _____. (melt his wings)

Advanced Remind students that Daedalus and Icarus have never flown before. Invite volunteers to restate Daedalus's warning to his son in their own words.

Interactive Question-Response

Literary Element Myth

If students have difficulty answering: **Model** *The text says Icarus “forgot everything in the world but joy.” This means he forgot the warnings his father gave him about flying too close to the sun.*

Content Vocabulary

Read aloud the word *fluttered* and its definition.

Ask: *What was Icarus trying to do when he fluttered his hands? (trying to continue flying)*

Read aloud the word *afloat* and its definition.

Ask: *If the feathers are afloat, are they on the surface of the water, or are they below the surface of the water? (on the surface)*

Academic Vocabulary

Write the following sentence on the board: *The thrill of flying **exceeded** Icarus’s expectations.*

Explain to students that in the sentence, *exceeded* means “went beyond.” **Ask:** *What is something that exceeded your expectations? What made that thing so special?*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *I know from what we learned about other myths that gods do not like it when humans try to act like gods.* Write the following sentence frame on the board to help students organize their thoughts:

When humans try to act like gods, the gods _____. (punish them)



Literary Element

Myth What does Icarus do when he is flying? What do his actions teach you?

Possible answer: He tries

to reach the heavens. He

tries to go too far. People

often do what they want

without thinking about the

consequences.

fluttered (flut’ ərd) v. waved or moved in the air



afloat (ə flōt’) adv. floating on water



To Sum Up

- ▶ Icarus flies toward the sun.
- ▶ The wax holding his feathers melts, and the feathers fall off.
- ▶ Icarus falls to the sea and drowns.

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forgot everything in the world but joy. He forgot Crete and the other islands that he had passed over: he saw but vaguely that winged thing in the distance before him that was his father Daedalus. He longed for one draft⁵ of flight to **quench** the thirst of his captivity: he stretched out his arms to the sky and made toward the highest heavens.

Alas for him! Warmer and warmer grew the air. Those arms, that had seemed to uphold him, relaxed. His wings wavered, drooped. He **fluttered** his young hands vainly—he was falling—and in that terror he remembered. The heat of the sun had melted the wax from his wings; the feathers were falling, one by one, like snowflakes; and there was none to help.

He fell like a leaf tossed down the wind, down, down, with one cry that overtook Daedalus far away. When he returned, and sought high and low for the poor boy, he saw nothing but the bird-like feathers **afloat** on the water, and he knew that Icarus was drowned.

Vocabulary

quench (kwench) v. satisfy or take care of a need

5. A **draft** is a taste of something.

REFLECT

Draw Conclusions About Plot

There are two lessons in this myth. One lesson is about mortals who try to act like gods. One lesson is for children who disobey their parents. What conclusion can you draw about what happens when people try to act like gods?

Possible answer: The gods always punish mortals

who try to act like gods.



PARTNERS Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help.

English Language Learning Strategies

To help students request assistance and monitor comprehension as they speak and answer: **Model** *If I do not understand the question or if I do not understand what my partner says, I can ask my partner questions.*

Write the following questions and sentence frames on the board. Then say them aloud and have student repeat after you.

I don’t understand. What does _____ mean?

Could you please repeat more slowly?

The nearest island he named Icaria, in memory of the child; but he, in heavy grief, went to the temple of Apollo in Sicily, and there hung up his wings as an offering. Never again did he attempt to fly.

Interactive Question-Response

To Sum Up

Beginning

Have students work in pairs to retell the myth. Provide these sentence frames:

In the beginning, Daedalus and Icarus are ____.

Daedalus makes ____.

Daedalus tells Icarus ____.

Icarus ____ his father's advice.

Icarus's wings ____.

In the end, Icarus ____.

(In the beginning, Daedalus and Icarus are imprisoned. Daedalus makes wings. Daedalus tells Icarus to stay away from the sun. Icarus ignores, or does not follow, his father's advice. Icarus's wings melt. In the end, Icarus drowns, or dies.)

To Sum Up

- Daedalus names an island after Icarus.
- He never tries to fly again.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Who are Daedalus and Icarus?
2. What does Daedalus make while he is imprisoned? What is the purpose of what Daedalus makes?
3. What warning does Daedalus give his son?
4. What happens to Icarus?
5. What does Daedalus do at the end of the myth?

Vocabulary Check

B. Intermediate

Read aloud each question and its answer choices. Encourage students to answer with *yes* or *no* to each answer choice. Then turn each question into a statement and have students repeat as you point to the word.

After You Read

ICARUS & DAEDALUS

Vocabulary Check

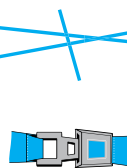
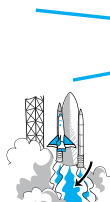
A. Match each vocabulary word to its picture.

1. tangled

2. fastened

3. blaze

4. veered



B. Circle the letter of the word or phrase that best answers each question.

5. Which phrase describes **folk**?

- a. group of chicken
- ☒ b. group of people
- c. group of pencils

6. What is a **glimpse**?

- a. a picture
- b. a stare
- ☒ c. a quick look

7. Which word describes being **imprisoned**?

- ☒ a. trapped
- b. free
- c. released

8. What could have **fluttered**?

- a. a building
- b. a dog
- ☒ c. a moth

9. What is something that is often **afloat**?

- a. a car
- ☒ b. a boat
- c. a tree

C. Complete the sentences below.

10. The **cunning** spy was very _____. Possible answer: sneaky

11. The city **folk** weren't sure how to act in the _____. Possible answer: countryside

12. His voice **wavered** when he _____. Possible answer: asked her to marry him

13. Although Aiko knew she was being **rash**, she still _____. Possible answer: bought the most expensive car

Grammar Link

BLM

Simple Past Tense: Irregular Verbs

Prepare students to complete the activity master on page A23. Read the grammar instruction with students, and complete the first item with them to help them get started.

After You Read

ICARUS & DAEDALUS

Comprehension Check

A. What happens in "Icarus and Daedalus?" Use the diagram to show the events in order. Write the letter of the event in the correct box.

Beginning

c



Middle

a



End

b

- Daedalus warns Icarus to stay away from the sun. They fly away.
- Icarus flies near the sun. His wings fall off. He drowns.
- Daedalus makes wings, so he and Icarus can fly off of Crete.

B. Answer the questions about "Icarus and Daedalus."

- Who are the mortals in the myth? Icarus and Daedalus
- What is Daedalus' goal? to fly off Crete with his son
- Why do the people of Crete believe Daedalus and Icarus are gods? Mortals cannot fly.
- Why does Icarus drown? He flies too close to the sun; the gods punish him and his father for being disobedient.

C. Think about the story. Then complete the sentences.

- Daedalus' decision to leave Crete angers the gods because Daedalus wanted to be god-like and fly off the island.
- In myths, gods become angry with mortals when they try to act like gods.
- Icarus disobeys his father because he feels free while he is flying and forgets his father's warning.
- Daedalus disobeys the gods. Icarus disobeys his father. Their actions are similar because they both want to do what they want and wish to be free.

Icarus and Daedalus

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Comprehension Check

B. Intermediate

If students have difficulty with the first question, tell them that *mortals* is another word for *humans*. **Ask:** *Who are the humans in the myth?*

Writing Link

Song

Have students work in small groups to create a song about Daedalus and Icarus. Encourage them to start by listing words and phrases that describe the characters from the myth. Invite volunteers to suggest songs to which the new lyrics could be set. If students suggest songs from their home countries, have them hum the tune or sing the song and explain to the class what the song is about. Remind students to give their new song a title.

Have students include in their song at least one of the irregular simple past tense verbs they learned about on activity master A23.

ICARUS & DAEDALUS

Write a Conversation

Prepare a conversation that you and a partner will role-play for the class. Pretend that you are either Daedalus or Icarus. Daedalus wants his son to follow his rules as they prepare to escape. Finish writing the conversation they might have.

DAEDALUS: I have a plan to get us off this island.

ICARUS: That's wonderful! Tell me the plan.

DAEDALUS: The only animals that are truly free are the birds. I will collect their feathers and make wings for us.

ICARUS: Do you really think that will work?

DAEDALUS: It is very important that you do exactly what I say.

ICARUS: Don't worry. I will not disobey you. I will listen carefully.

DAEDALUS: Listen to me. You cannot fly too high or too low or you may die.

ICARUS: I understand.

DAEDALUS: If you fly too close to the earth, then your wings will grow heavy and you could drown.

ICARUS: I promise not to fly too low.

DAEDALUS: If you fly too close to the sun, then your wings could melt and you will fall into the sea.

ICARUS: Okay, that sounds like a good plan.

DAEDALUS: You will feel free while you are flying. It is important that you not forget what I said.

ICARUS: Why don't you trust me? I am your son and I will obey you.

DAEDALUS: How do I know that I can trust you to obey my rules?

ICARUS: I want to escape the island with you and live in freedom.



RC-8.C Reflect on understanding to monitor comprehension.

Paul Revere's Ride



by Henry Wadsworth Longfellow

Paul Revere's Ride 139

Oral Language

Build Background

Read the title and author. Explain that students will read "Paul Revere's Ride" by Henry Wadsworth Longfellow, an American poet who lived in the 1800s. **Ask:** *Who knows who Paul Revere was? Was he a hero or a coward? (Paul Revere was a hero.) What did Paul Revere ride? (He rode a horse.)*

Talk About the Poem

Explain to students that the poem is about Paul Revere (1735–1818), a hero who supported American independence from Great Britain during the Revolutionary War.

Beginning **Ask:** *Can you think of someone you think is a hero? (yes/no)* Ask students to name people they consider heroes.

Intermediate Have students think about someone they consider a hero. Ask them why they consider that person a hero. **Model** *I think that Martin Luther King Jr. is a hero because he fought against racism.*

Advanced Help students generate a list of traits, or qualities, that make someone a hero. **Model** *I think a hero is someone who is brave.* Write down *brave*, and encourage students to add terms to the list, such as *strong, confident, selfless, fearless, devoted, and adventurous.*

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Poem

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Initial Consonant Clusters
/st/ spelled *st*

Literary Element

- Rhyme

Reading Strategy

- Monitor Comprehension

Writing Link

- Speech

Grammar Link

- Prepositions of Place BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poem

Read aloud Connect to the Poem. **Model** *One time my parents depended on me to baby-sit my younger brother. At first I complained because I didn't want to take care of him, but then I realized how important it was that I help my parents out. At the end of the day, I felt good that I could handle this responsibility.*

Literary Element Rhyme

Read aloud the Literary Element. Write the following lines on the board:

*One if by land, and two, if by sea,
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and arm.*

Help students identify the rhyme scheme of this section of the poem. Read the first line aloud. Place an A at the end of the line. Read the second line aloud. Ask students if "be" rhymes with "sea." When they say yes, place an A at the end of the second line. Continue the process until students have identified the AABBB rhyme scheme.

Reading Strategy

Monitor Comprehension

Read aloud the Reading Strategy. Tell students that monitoring comprehension is important because it will help them understand what they have read. Ask students how they plan to monitor their comprehension as they read "Paul Revere's Ride." Ask questions, such as: *What should you do to make sure you understand what is going on in the poem? What should you do if you are confused?*

Connect to the Poem

When have your friends or family depended on you to do something important? What did they ask you to do? Tell why it was important and how you felt about the responsibility.

Possible answers: I had to babysit my brother when my parents needed to go somewhere. I felt good that I could help.

Literary Element Rhyme

When two or more words **rhyme**, they sound similar. **End rhyme** happens at the end of two lines of poetry. For example, the first two lines of the poem you are about to read in, "Paul Revere's Ride" contain end rhyme *hear/revere*.

The **rhyme scheme** of a poem is its pattern of rhyme. To see the pattern, put an "A" by all the lines in the poem that have the same end rhyme. Then put a "B" by a different rhyming group of lines. For example, look at the first four lines from "Paul Revere's Ride":

*Listen, my children, and you shall hear (A)
Of the midnight ride of Paul Revere, (A)
On the eighteenth of April, in Seventy-five; (B)
Hardly a man is now alive (B)*

The rhyme scheme of this section is AABB.

Reading Strategy Monitor Comprehension

When you **monitor comprehension**, you check to see how much you understand *as you are reading*.

- Stop and summarize what you've read.
- Summarize difficult paragraphs with simpler language.
- Ask yourself questions about the reading and try to answer them.
- Reread a confusing part more slowly.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

famous (fā' mäs) *adj.* well known
Many people want to see the **famous** painting at the museum.
➤ Cognate (Spanish) **famoso(a)**



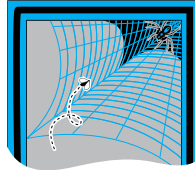
phantom (fan' tām) *adj.* ghostlike
The movie was about ghosts on a **phantom** pirate ship.
➤ Cognate (Spanish) **fantasma**



tread (tred) *v.* to step or walk
She will carefully **tread** through the snow.



stealthy (stel' thē) *adj.* sneaky
The **stealthy** spider hid in the shadows.



eager (e' gar) *adj.* excited; wanting something very much
The **eager** child ran to the playground.



steed (stēd) *n.* a fast horse
The jockey prepared the **steed** for the race.



gaze (gāz) *v.* to look at something for a while
The campers **gaze** at the stars in the night sky.



defiance (di fī' əns) *n.* bold resistance
He showed his **defiance** by raising his fist.



For more practice, see page 271.

Paul Revere's Ride

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: A person who is **famous** is well known.

Example: The *famous* actor appeared in a popular action movie. **Ask:** Name someone who is famous. **EXAMPLE**

Something described as a **phantom** is like a ghost. *I once read a book about a phantom spirit.* Describe something with a phantom appearance.

DESCRIPTION

When you **tread**, you step. *My brothers tread lightly up the stairs because people in the house are sleeping.* What is another word for *tread*?

SYNONYM

Someone who is **stealthy** is sneaky. *The stealthy child won the game of hide-and-seek.* How are the words *stealthy* and *smart* similar? How are they different? **COMPARE AND CONTRAST**

Someone who is **eager** is excited. *The eager dog wanted to go for a walk.* What is a word that means the opposite of *eager*? **ANTONYM**

A **steed** is a fast horse. *The steed won another race.* Where could you go to see a steed?

EXPLANATION

When you **gaze** at something, you look at it for a while. *I gaze out the window on the ride to school everyday.* What is another word for *gaze*?

SYNONYM

To show **defiance** is to show bold resistance. *She showed defiance instead of following the rules.* Describe a time when someone might show defiance. **DESCRIPTION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 271.

Phonics

Initial Consonant Clusters /st/ spelled *st*

Tell students that they are going to practice consonant cluster *st*. Tell them that consonants are clustered, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *st* at the beginning of the word (*stealthy*, *steed*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /s/ and /t/. Then have students say the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

street stairs startled

steep still stamped

Have students look for words in the dictionary with the consonant cluster *st* at the beginning of the word. Write on the board some of the words that students find. Ask students to explain their meanings, and pronounce them with students.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. **Ask:** *What does Longfellow say is famous? (the day and the year of Paul Revere's ride)* **Ask:** *What does Longfellow describe as phantom, or ghost-like? (the British man-of-war)*

Background Information

Read aloud the note. **Ask:** *Why was it important that Paul Revere warned the colonists that the British soldiers were coming? (The colonists needed some time to prepare to fight.)*

Academic Vocabulary

Explain to students that "Paul Revere's Ride" describes how the people of Middlesex, Massachusetts, **coordinated** a plan of attack against the British on the night of April 18, 1775. *Coordinated* means "worked together in a common effort." Have students think about a time when they worked together in a common effort. **Model** *One time I worked together with four other people on a Social Studies project. We coordinated to get everything done on time.*

Paul Revere's Ride



famous (fā' məs) *adj.* well known



Background Information

Paul Revere wanted the American British colonies to be independent from Great Britain. On April 18, 1775, he made a famous ride. He rode from Boston to Lexington to warn other colonists that the British soldiers were coming.

phantom (fan' tən) *adj.* ghostlike



To Sum Up

- Paul Revere made his famous ride on April 18, 1775.
- Paul Revere and his friend made an agreement to help the other colonists.
- Paul Revere's friend agreed to hang a light from the tower window when he saw the British coming.

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;¹
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex² village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings³ lay
The Somerset, British man-of-war;

A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

1. Paul Revere's ride took place in 1775. **Seventy-five** refers to the last two digits.

2. The Revolutionary War began in Concord, which is in the county of **Middlesex**, Massachusetts.

3. The place where a ship is docked is called its **moorings**.



grenadier

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,

And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the somber⁴ rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's⁵ tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,

4. **Somber** means "gloomy."

5. A **sentinel** is a guard.



Literary Element

Rhyme Reread the boxed text. Underline the words that rhyme with *ears* and *street*.

tread (tred) *v.* to step or walk



stealthy (stel' thē) *adj.* sneaky



To Sum Up

- Paul Revere's friend saw the cemetery from the bell tower.
- The dead around him reminded him that a war would start soon.
- Paul Revere's friend heard sounds of soldiers all around him.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Point out that the two Content Vocabulary words are used together in the poem (line 33). **Ask:** *Who climbs the tower of the Old North Church with "stealthy tread"? (Paul Revere's friend)*

Literary Element Rhyme

If students have difficulty responding, remind them that words that rhyme sound alike. Write down the final word of lines 26–33 on the board (*hears, door, feet, grenadiers, shore, Church, tread, overhead*). Pronounce the word *street*. Have students decide which of the eight words rhyme with *street*. Then pronounce the word *ears*. Have students decide which of the eight words rhyme with *ears*.

Differentiated Instruction

Clarify the Text Help students understand the moment when Paul Revere's friend hears the sound of British soldiers approaching.

Beginning Read aloud all of the To Sum Up statements on page 143. **Ask:** *Does Paul Revere climb the church tower or does Paul Revere's friend climb the church tower? (Paul Revere's friend)*

Intermediate Have students read aloud lines 24–33. Then have them complete the following sentence frames: *Paul Revere's friend hears the sound of British soldiers approaching, he _____. (climbs the church tower)*

Advanced After students have read lines 24–33: **Ask:** *Why does Paul Revere's friend climb the church tower when he hears the sound of British soldiers approaching? (Paul Revere's friend climbs the church tower to hang lanterns.)*

Interactive Question-Response

Content Vocabulary

Have a student read aloud the words and definitions. **Ask:** *What is Paul Revere looking for with "eager search"? (the tower of the Old North Church) Why is Paul Revere looking for the tower eagerly? (He wants to see if there is a signal light on the tower.)* **Ask:** *Whose steed flies "fearless and fleet"? (Paul Revere's steed flies "fearless and fleet.") When does Paul Revere jump onto his horse? (after he sees the first light on the tower)*

Comprehension Check

Ask students to share their answers. **Ask:** *Why does Paul Revere's friend hang two lights on the tower of the Old North Church? (Paul Revere's friend hangs two lights on the tower of the Old North Church because he sees the British approaching by sea.)*

eager (ē' gər) *adj.* excited; wanting something very much



Comprehension Check

Reread the boxed text. How many lights does Paul Revere see in the tower? Check your answer.

- ☐ one
☒ two
☐ none

steed (stēd) *n.* a fast horse



To Sum Up

- The British ships arrive.
- Paul Revere sees the lights in the tower window.
- He jumps on his horse to warn the colonists.

Where the river widens to meet the bay,—
 A line of black that bends and floats
 On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
 Booted and spurred, with a heavy stride
 On the opposite shore walked Paul Revere.
 Now he patted his horse's side,
 Now gazed at the landscape far and near,
 Then, impetuous,⁶ stamped the earth,
 And turned and tightened his saddlegirth;
 But mostly he watched with eager search
 The belfry-tower of the Old North Church,
 As it rose above the graves on the hill,
 Lonely and spectral⁷ and somber and still.
 And lo! as he looks, on the belfry's height
 A glimmer, and then a gleam of light!
 He springs to the saddle, the bridle he turns,
 But lingers and gazes, till full on his sight
 A second lamp in the belfry burns!

A hurry of hoofs in a village street,
 A shape in the moonlight, a bulk in the dark,
 And beneath, from the pebbles, in passing, a spark
 Struck out by a steed flying fearless and fleet:⁸

That was all! And yet, through the gloom and the
 light,
 The fate of a nation was riding that night;
 And the spark struck out by that steed, in his flight,
 Kindled the land into flame with its heat.
 He has left the village and mounted the steep,⁹

6. **Impetuous** means "acting suddenly."

7. Something **spectral** is "ghost like."

8. **Fleet** means "very fast."

9. **Steep** means a steep hill.

And beneath him, tranquil and broad and deep,
Is the Mystic,¹⁰ meeting the ocean tides;
And under the alders¹¹ that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

85

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

90

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock¹²

95

Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast

100

10. The **Mystic** is a river that flows into the Boston harbor.

11. **Alders** are trees.

12. A **Weathercock** is an iron suit out of a rooster that turns to show which way the wind is blowing. This one was **gilded** or painted gold.

REFLECT

Monitor Comprehension

Think about the text you just read. Why did Paul Revere look for lights in the tower? What did he do when he saw the lights?

Possible answers: The two lights were a message.

They told him that the British were coming by sea.

After he saw the lights, he jumped on his horse and raced into the towns to warn the people.



Talk about your answer with a partner.

To Sum Up

- Paul Revere rode into Lexington at one o'clock in the morning.

Paul Revere's Ride

145

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition. **Ask:** *In this part of the poem, what gazes at Paul Revere? (the meeting-house windows)* Tell students that this is an example of figurative language. The meeting-house windows don't actually gaze at Paul Revere, but they look like they do. Explain that *spectral glare* means "ghost-like reflections." **Ask:** *What is another word for "spectral"? (phantom)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Ask:** *What plan does Paul Revere make with his friend at the beginning of the poem? Why do Paul Revere and his friend make this plan? Point students to lines 5–14 of the poem.*

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 144 and 145, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 144 and 145, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Differentiated Instruction

Clarify the Text Help students understand Paul Revere's ride.

Beginning Read aloud lines 95–100. **Ask:** *Does Paul Revere see scary or calming sights? (scary sights)*

Intermediate Read aloud lines 95–100. Then have students complete the following sentence frame:

The meeting-house windows gaze at ____ (Paul Revere). The windows gaze at him as if they already know _____. (the bloody work they will witness during the Revolutionary War)

Advanced Have students read lines 95–100. **Ask:** *The poet says that the windows "stood aghast/ At the bloody work they would look upon." What is the "bloody work" that Longfellow refers to? (The "bloody work" he refers to is the Revolutionary War.)*

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Have a student read lines 120–124. **Ask:** *What does Paul Revere do in defiance of the British? (He cries out an alarm in defiance of the British.)*

To Sum Up Beginning

Have students work in pairs to reread all the To Sum Up statements. Then have students decide together which three events are the most important. Provide the following sentence frame for students to complete.

The most important events are

when ____,

when ____, and

when ____.

(The most important events are when Paul Revere and his friend make an agreement to help the colonists, Paul Revere sees lights in the tower window, and when Paul Revere warns the colonists that the British are coming.)

gaze (gāz) *v.* to look at something for a while



Red-coats are the British soldiers, who wore red coats.

defiance (di fī' əns) *n.* bold resistance



To Sum Up

- Paul Revere rode into Concord at two o'clock in the morning.
- The colonists woke up.
- Paul Revere warned the colonists that the British were coming.

At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.

He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars¹³ fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the **red-coats** down the lane,
Then crossing the fields to emerge again

Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of **defiance** and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,

Through all our history, to the last,
In the hour of darkness and peril¹⁴ and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

^{13.} **Regulars** are professional soldiers.

^{14.} **Peril** means "danger."

After You Read



Vocabulary Check

A. Label each picture with the vocabulary word that best fits.

eager

famous

phantom

steed



1. phantom



2. eager



3. famous



4. steed

B. Circle the vocabulary word that best completes each sentence.

5. A _____ is an animal.

- ☒ a. steed
- b. famous
- c. stealthy

7. A spy may be called _____.

- ☒ a. stealthy
- b. steed
- c. tread

6. You can _____ through water with rain boots.

- a. eager
- b. gaze
- ☒ c. tread

8. A _____ is a character in many scary stories.

- a. gaze
- ☒ b. phantom
- c. defiance

C. Think about "Paul Revere's Ride." Circle the word in parentheses that best completes the sentence.

9. Paul Revere saw the meeting-house windows (phantom, gaze, eager) at him with spectral glare.

10. The colonists heard a cry of (defiance, famous, eager) and not of fear.

11. Paul Revere was (stealthy, tread, eager) to tell the colonists that the British were coming.

12. Paul Revere's (steed, gaze, famous) was very fast.

Vocabulary Check

C. Advanced

If students have difficulty answering, read each sentence aloud. Have volunteers define the three answer options. Then insert the first answer option in the blank. Ask the students if the sentence makes sense. Keep inserting the answer options until students identify the correct answer.

Grammar Link

BLM

Prepositions of Place

Prepare students to complete the activity master on page A24. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning

If students have difficulty responding: **Ask:** *What does Paul Revere ride? (a horse) At what time of day does Paul Revere warn the colonists? (very early in the morning, while it is dark)*

After Reading Have students complete the after reading activity on page 272.

Comprehension Check

A. Draw a picture of Paul Revere when he warned the colonists about the British troops.

a picture of a man riding a horse fast through a town

B. Below is text from the poem. Label the rhyme scheme. Write an "A," "B," or "C" next to the line. The "A" part has been done for you. After you mark the rhyme scheme, answer the questions below.

For, borne on the night-wind of the Past, [A]
Through all our history, to the last, [A]
In the hour of darkness and peril and need, B
The people will waken and listen to hear C
The hurrying hoof-beats of that steed, B
And the midnight message of Paul Revere. C

1. What end word rhymes with *past*? last
2. What end word rhymes with *need*? steed
3. What end word rhymes with *hear*? Revere

C. Think about the poem. Then complete the sentences.

4. Paul Revere and his friend agree to warn the colonists that the British army is coming.
5. From the tower, Paul Revere's friend sees a cemetery; ships; water.
6. Paul Revere's friend thinks about the dead in the cemetery.
7. Paul Revere sees two lights in the tower because his friend had said that two lights would mean the British were arriving by sea.

For more practice, see page 272.



Writing Link

Speech

Have students imagine they are Paul Revere. They have just arrived in Concord at two o'clock in the morning. They must give a speech warning the townspeople of the British army's arrival. Have students use details from Longfellow's poem to write their speech.



8.8 Explain the effect of similes and extended metaphors in literary text.

EXILE

by Julia Alvarez

Exile 149

Oral Language

Build Background

Read the title and author. Explain that students will read “Exile” by Julia Alvarez, an author who was born in New York but spent part of her childhood in the Dominican Republic. **Ask:** *What does exile mean? (forced to leave his or her home country) How do you think it would feel to be in exile? (scary, lonely)*

Talk About the Poem

Explain that the poem is about a family who leaves their home in the Dominican Republic to live in America.

Beginning **Ask:** *What are some of the countries you have been to?* Have students name the countries. Help students point to the countries on a map or globe.

Intermediate Explain that people in exile have left their home country. Have students think about reasons people might have for leaving their home country.

People might leave their home country because _____. (they want a better life somewhere else)

Advanced Help students brainstorm reasons people might choose America for their new home. **Model** *I know that people sometimes think there are better jobs and more opportunities in America.* Encourage students to give reasons of their own.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poem

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Digraphs with /f/
- Vowel /ā/

Literary Element

- Metaphor

Reading Strategy

- Interpret Author’s Meaning

Writing Link

- Character Sketch

Grammar Link

- Spelling of Regular Past Tense Verbs BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poem

Read aloud Connect to the Poem. **Model** *Once, I had to go to the doctor. I was scared. The whole way there, I was worried about what he might say. I did not want him to say that I was sick.* Model freewriting your thoughts, and then have students write their own responses.

Literary Element Metaphor

Write a simile on the board, such as: *The dog was like a baby.* Read aloud the Literary Element. Erase the word *like* from the simile you wrote, and explain that “The dog was a baby” is a metaphor. Expand on this metaphor to show students an example of an extended metaphor. **Model** *Mary’s dog was a baby, with his pudgy face and big, child’s eyes. He cried when he was hungry and if he was left alone at night. Mary held him in her arms and rocked him to sleep.* Have students add to the metaphor by thinking of more ways that a dog could be like a baby.

Reading Strategy Interpret Author’s Meaning

Read aloud the Reading Strategy. Tell students that interpreting the author’s meaning will help them understand what they are reading. Explain that they are deciding what they think the author means. Remind students to find words and phrases in the text to support their interpretations.

Connect to the Poem

The word *exile* means being forced to leave your country and live somewhere else. Think about a time when you had to go somewhere and did not want to go.

Write for a few minutes about the trip. What was difficult about it?

Possible answer: *I had to go to the doctor, and I was scared. I did not want him to say I was sick. On the way there I was really worried.*

Literary Element Metaphor

A **metaphor** is a way to compare two things that are not clearly alike. Metaphors do not use the words *like* or *as*.

An **extended metaphor** is a metaphor that the author uses many times in a poem or story. Every time you see the metaphor, you understand more about the comparison.

To find an extended metaphor, ask yourself,

- What images or ideas appear several times in the poem?
- What else is happening when those images appear?
- What two things is the author comparing?

Reading Strategy Interpret Author’s Meaning

When you **interpret an author’s meaning**, you try to understand what the author is saying. The first time you read, you may have a feeling about what the author means. Then you can look back at the facts and details in the text to see if they match the feeling you had.

To interpret an author’s meaning, ask yourself,

- What happens in the poem?
- Why do you think the author chose to tell this?
- What feeling do you have when you read the poem? What words and phrases give you that feeling?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

fled (fled) v. ran away from
The family **fled** the burning house.



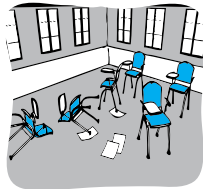
phony (fō' nē) adj. fake; not real
Margo could not distinguish the **phony** diamond from the real one.



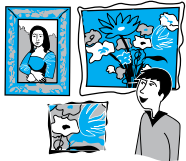
loss (lōs) n. the fact of losing something
The death of my cat was a terrible **loss**.



deserted (di zurt' əd) adj. empty; abandoned
Everyone left the school. It was completely **deserted**.



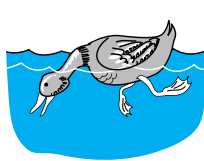
admire (ad mīr') v. to look at with delight or respect
I **admire** the beautiful paintings in the museum.
► Cognate(Spanish)
admirar



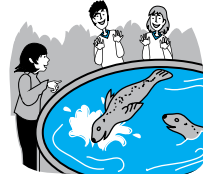
waded (wād' əd) v. walked through water
The man **waded** across the river.



surface (sur' fis) n. the top layer of something, such as water
The duck poked its head below the **surface** of the water.



plunging (plunj' ing) v. going downward into; diving
We watched the seals **plunging** into the water.



For more practice, see page 273.

Exile 151

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: If you ran away from something, you **fled**.

Example: The boys **fled** from the barking dog.

Ask: What is another example of fled? **EXAMPLE**

Something that is fake, or not real, is **phony**. *He wears a phony mustache for his part in the play.* How are *fake* and *phony* similar? **SYNONYM**

A **loss** is when you lose something. *It was a loss to the team when their best player changed schools.* Describe something that is a loss.

DESCRIPTION

Something that is **deserted** is empty or abandoned. *The streets of the town are deserted during the holiday.* What is the opposite of deserted? **ANTONYM**

To **admire** something is to look at it with delight or respect. *He brought his new car for the family to admire.* What is something you might admire?

EXPLANATION

If you walked through shallow water, you **waded**. *The boys took off their shoes and waded across the river.* Describe a time you waded. **DESCRIPTION**

The **surface** of something is the top layer. *When water boils you see bubbles on the surface.* What is another example of surface? **EXAMPLE**

Something that is **plunging** is going downward or diving. *The birds are plunging into the sea to catch fish.* What is something else that might be plunging? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 273.

Phonics

Consonant Digraphs with /f/

Tell students they are going to practice the consonant sound /f/ spelled *ph*. Explain to students that the consonant sound /f/ can be spelled different ways, but in some words it is spelled with the letters *ph*. Ask students to find a vocabulary word with the consonant sound /f/ spelled *ph* (*phony*). Slowly pronounce the word, and have students pay attention to the shape your mouth makes when you say the /f/ sound. Then have students say the word. Write the following words on the board that relate to the selection. Briefly explain meanings, and have students pronounce them after you.

photograph phase phrase physical phone

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *fled*. Focus students on the first line of the poem. **Ask:** *What are they running away from? (their country)* Next, read aloud the word and definition of *phony*. **Ask:** *Who is “chuckling phony chuckles”? (the uncles)* Ask volunteers to imitate a phony chuckle.

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Why do you think the adults tell the children they are going to the beach? (to keep the children from worrying).*

EXILE

fled (fled) v. ran away from



Comprehension Check

Underline the words that show how the speaker knows that something is wrong.

phony (fō' nē) adj. fake; not real



To Sum Up

- Papi wakes the family in the middle of the night.
- He says the family is going to the beach.
- The speaker knows something is wrong.

The night we fled the country, Papi, you told me we were going to the beach, hurried me to get dressed along with the others, while posted at a window, you looked out at a curfew-darkened Ciudad Trujillo,¹ speaking in worried whispers to your brothers, which car to take, who'd be willing to drive it, what explanation to give should we be discovered . . .

On the way to the beach, you added, eyeing me.

- ¹⁰ The uncles fell in, chuckling phony chuckles,
What a good time she'll have learning to swim!
Back in my sisters' room Mami was packing

a hurried bag, allowing one toy apiece,
her red eyes belying² her explanation:
a week at the beach so Papi can get some rest.
She dressed us in our best dresses, party shoes.

Something was off, I knew, but I was young
and didn't think adult things could go wrong.

¹ The name of the city of Santo Domingo had been changed to **Ciudad Trujillo** for the dictator Rafael Trujillo. After Trujillo died in 1961, the name was Santo Domingo again.
² **Belying** is showing that something is not true.

Long Vowel /ā/

Tell students they are going to practice pronouncing and identifying words with the long vowel sound /ā/. Explain that the /ā/ sound can be spelled *a* as in *later*, or with the vowel combinations *ai*, *ay*, or *a_e*, as in *stain*, *playful*, and *grape*. Write these examples on the board as well as others, such as *ate*, *gate*, *tail*, *day*, and *aid*. Pronounce the words, and have students pay attention to the shape your mouth makes as you say the long vowel sound /ā/. Then have students say each word.

Point out the words in the first stanza on page 152 with /ā/ (*take*, *explanation*). Ask students to find other words with the long vowel sound /ā/ on pages 153 (*gates*, *waving*), 154 (*later*, *elevators*, *Macy's*, *waded*), and 155 (*faces*). Briefly explain their meanings and have students repeat them. Have students make a written list of the words they find. Ask volunteers to write these words on the board.

So as we quietly filed out of the house
we wouldn't see again for another decade,
I let myself lie back in the deep waters,
my arms out like Jesus' on His cross,
and instead of sinking down as I'd always done,
magically, that night, I could stay up,

floating out, past the driveway, past the gates,
in the black Ford, Papi grim at the wheel,
winding through back roads, stroke by difficult stroke,
out on the highway, heading toward the coast.

Past the checkpoint, we raced towards the airport,
my sisters crying when we turned before
the family beach house, Mami consoling,³
there was a better surprise **in store** for us!

She couldn't tell, though, until . . . until we were there.
But I had already swum ahead and guessed
some loss much larger than I understood,
more danger than the deep end of the pool.

At the dark, deserted airport we waited.
All night in a fitful sleep, I swam.

At dawn the plane arrived, and as we boarded,
Papi, you turned, your eyes scanned the horizon

as if you were trying to sight a distant swimmer,
your hand frantically waving her back in,

3. **Consoling** means "making someone feel better."

20



Literary Element

Metaphor In the boxed text, second paragraph, the speaker says "I had already swum ahead." Is she really swimming? Underline other places in the boxed text where she talks about swimming.

Here, **in store** means "in the future."

30

loss (lôs) *n.* the fact of losing something



deserted (di zurt' əd) *adj.* empty; abandoned



40

To Sum Up

- The family goes to the airport instead of going to the beach.
- The speaker understands that her family is leaving their home.
- She tries to sleep at the airport. She does not sleep well.

Exile 153

Interactive Question-Response

Literary Element Metaphor

If students have difficulty responding: **Model** *The speaker says "I had already swum ahead..." but we know that the speaker is in a car with her family on the way to the airport.* **Ask:** *Could the speaker be swimming and traveling in a car at the same time? (no)* Have students share the other references to swimming they underlined. Remind students that the speaker is using swimming as a metaphor.

Content Vocabulary

Read aloud the word and definition of **loss**. **Ask:** *Does the speaker know what has been lost? (No, she just feels that they have lost something important.)* Next, read aloud the word and definition of **deserted**. Have students describe what a deserted airport would be like. **Model** *A deserted airport would be empty and dark. There would be no other people, and it would be very quiet.*

To Sum Up

Beginning Have students work in pairs to reread the To Sum Up statements on pages 152–153. Then have students summarize what is happening in the poem in a sentence. Provide the following sentence frame for students to complete

The family _____. (goes to the airport at night)

Differentiated Instruction

Clarify the Text Help students understand the family's trip to the airport.

Beginning Read aloud the To Sum Up box. **Ask:** *Does the speaker feel good or worried about leaving home? (worried) How do you know she is worried? (She does not sleep well.)*

Intermediate Have partners read aloud the boxed text on this page. Then have them complete the following sentence frames: *The speaker's sisters were crying because _____. (they thought they were going to the beach house) The speaker does not cry because _____. (she already guessed that they were going somewhere else)*

Advanced Explain to students that when the family boards the plane, the speaker sees her father looking back for a moment like he is trying to see something very small. Encourage students to reread the text where the speaker addresses Papi and restate those lines in their own words.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *admire*. Ask students to share something they admire.

Model *I admire how my mother makes cooking seem so easy.* Then, have a student read aloud the word and definition of *waded*. Focus students on the last line on the page. **Ask:** *Can someone really wade in plastic? What does the author mean? (The colored plastic looks like water because it is a beach scene.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *The speaker and her father see a beach scene. They notice how different the family in the window is from their own family.* Write the following sentence frames on the board to help students organize their thoughts:

The speaker and her father see ____ in the store window. (a beach scene)

The author wants to show that the speaker and her father _____. (are part of a different culture now.)

Encourage students to use connecting words, such as *because*, *then*, *so*, *but*, and *next* as they talk with their partners.

Hand in hand means "holding hands."

admire (ad mīr') v. to look at with delight or respect



waded (wād' əd) v. walked through water



To Sum Up

- ▶ The family arrives in their new city. The speaker and her father take a walk.
- ▶ They look at a store window. It shows an American family at the beach.
- ▶ The speaker thinks about how her family is different from the family in the window.

154

for you knew as we stepped inside the cabin that a part of both of us had been set adrift.

Weeks later, wandering our new city, **hand in hand**, you tried to explain the wonders: escalators as moving belts; elevators: pulleys and ropes; blond hair and blue eyes: a genetic code.

We stopped before a summery display window at Macy's,⁴ *The World's Largest Department Store*, to **admire** a family outfitted for the beach: the handsome father, slim and sure of himself,

so unlike you, Papi, with your thick mustache, your three-piece suit, your fedora hat, your accent. And by his side a girl who looked like Heidi in my storybook **waded** in colored plastic.

4. *Macy's* is a store located in New York City. The family has moved to New York City.

REFLECT

Interpret Author's Meaning

The speaker and her father admire the display window. What do they see there?

They see a scene of a father and a daughter at the beach.

Why do you think the author chose to tell about this?

The author wants to show that the speaker and her father are now part of a culture that is different from theirs.



Talk about your answer with a partner.

English Language Learning Strategies

Remind students that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to show and/or draw what the speaker and her father see in the display window.

We stood awhile, marveling at America,
both of us trying hard to feel luckier
than we felt, both of us pointing out
the beach pails, the shovels, the sandcastles

no wave would ever topple, the red and blue boats.
And when we backed away, we saw our reflections
superimposed,⁵ big-eyed, dressed too formally
with all due respect as visitors to this country.

Or like, Papi, two swimmers looking down
at the quiet surface of our island waters,
seeing their faces right before plunging in,
eager, afraid, not yet sure of the outcome.

surface (sur' fis) *n.* the top layer
of something, such as water



plunging (plunj' ing) *v.* going
downward into; diving



Literary Element

Metaphor How is moving to
a new country like diving or
swimming? Explain in your own
words.

Moving to a new country

is like diving or swimming

because it's exciting but scary

at the same time.

To Sum Up

- The speaker and her father
see their own reflections
in the display window.
- She thinks that they look
like visitors.
- She compares the way
they look to swimmers
about to dive into the
water.

5. A **superimposed** image is placed on top of another image so you can see both of the images at the same time.

Interactive Question-Response

Literary Element Metaphor

If students have difficulty responding: **Model**
*Moving to a new country is like diving because
it can be scary.* Provide the following sentence
frame:

*Moving to a new country is like diving or
swimming because ____.*

Content Vocabulary

Have a student read aloud the word and
definition of **surface**. **Ask:** *What might the
"surface of our island waters" look like? (blue,
waves)* Then, read aloud the word and definition
for **plunging**. **Ask:** *Does the speaker make
"plunging in" sound scary or exciting? (exciting)*

Academic Vocabulary

Write the following sentences on the board: In
"Exile," the speaker makes the *assumption* that
her father feels the same way she does. She
thinks he feels "eager, afraid, not yet sure of
the outcome," but he does not tell her how he
feels. Ask students to use context clues to figure
out the meaning of the word *assumption* in the
sentences. Have them check their guesses in
the dictionary:

English Language Learning Strategies

Remind children that they can ask for synonyms to help clarify words or
expressions they do not understand. Provide the following example: What is
another way to say "outcome"? (*result; ending*)

Vocabulary Check

B. Intermediate

Tell students to think about the events in the poem. Have them list key words. Then ask them to look at the list and decide on three main events to put in the diagram. Remind students to write the events in the order in which they happen in the poem.

Writing Link

Character Sketch

Tell students that they will write a brief character sketch of the speaker in "Exile." Have students work in pairs to come up with details about the speaker from the poem. Remind students to include how the speaker felt about leaving home and going to live in America. Encourage students to read their character sketches aloud to the class.

After Reading

Have students complete the after reading activities on pages 274 and 275.

EXILE

Comprehension Check

- A. Think about how the speaker of "Exile" feels while she waits at the airport. How do you think she looks? Who else is at the airport with her? Draw a picture of what you imagine.

Drawing may include a young girl who looks sad. She should have family members around her. Suitcases, or an airplane outside a window, may indicate that the setting is an airport.

- B. What happens in the poem "Exile"? Use the diagram to tell the events in order.

Beginning

The speaker's family leaves their home.



Middle

The speaker feels afraid and sad to go to a new place.



End

The speaker and her father look in a store window in their new city. They feel strange in their new home.

- C. Think about the poem "Exile." Then complete the paragraph.

The speaker's father tells her they are going to the beach. Instead, they go to a new city. The speaker feels sad; afraid about leaving her home. At the end of the poem, the speaker compares herself and her Papi to swimmers or divers. She makes this comparison to show that they are both excited and afraid to be in new waters.

For more practice, see pages 274–275.

Grammar Link

BLM

Spelling of Regular Past Tense Verbs

Prepare students to complete the activity master on page A25. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students write at least one paragraph about a trip they took with their family. Tell students that they should pay attention to using the regular past tense verbs in their paragraphs. When students have finished, have them exchange their paragraphs with a partner. Have partners underline the regular past tense verbs.



8.4 Understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

New Colossus

and

by Emma Lazarus

Childhood



by Margaret Walker

The New Colossus and Childhood

157

Oral Language

Build Background

Read the titles and authors. Explain that students will read “The New Colossus” by Emma Lazarus and “Childhood” by Margaret Walker. **Ask:** *Do you know what a colossus is? (A colossus refers to something huge.) Do you know what childhood is? (the time when a person is a child)*

Talk About the Poems

Explain that these are two very different poems about being an American. Specifically, “The New Colossus” is about the Statue of Liberty.

Beginning **Ask:** *Have you ever heard of the Statue of Liberty? (yes/no) Do you know what liberty means? (freedom) Show students a picture of the Statue of Liberty.*

Intermediate Explain that the Statue of Liberty is a powerful symbol of freedom for many people. Have students complete the sentence frame below.

The Statue of Liberty is a huge ____ (statue) that is located in ____ (the United States) It is a symbol of ____ (freedom)

Advanced Tell students that many immigrants passed the Statue of Liberty as they came to New York on ships. **Ask:** *What might immigrants have thought of the Statue of Liberty? (They may have seen it as a symbol of freedom, new opportunity, and new lives.)*

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Poems

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *nt*

Literary Element

- Sonnet

Reading Strategy

- Paraphrase

Writing Link

- Paragraph

Grammar Link

- Possessive Pronouns BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud Connect to the Poems. Help students prepare to answer the question by giving an example: **Model** *I want to write about a pond near my house. The pond is located in a shady part of the woods, and the water is very clean and clear. It is very peaceful in this place. I feel happy and calm there.* Encourage students to follow the format of your example.

Literary Element Sonnet

Read aloud the Literary Element. Have students count the lines in “The New Colossus” and “Childhood.” Then read the first four lines of “The New Colossus.” Point out that the poem has a specific rhyme pattern. Explain that both “The New Colossus” and “Childhood” are sonnets. Restate the themes of both poems. Remind students to keep the themes in mind while reading the poems.

Reading Strategy Paraphrase

Read aloud the Reading Strategy. Tell student that being able to paraphrase is important because it shows how well they understand something. Then provide a brief example to help students understand. For example: **Model** *Here is a poem:*

*Roses are red
Violets are blue
Sugar is sweet
And so are you*

If I want to paraphrase this poem, I have to first try to understand why the author wrote the poem. The author is talking to someone and comparing that person to sugar. The author is saying that he or she really likes someone. Once I know the author’s point, I need to write the meaning in my own words. I can say that the poem says that the author likes some other person because that person is as nice.

Connect to the Poems

Think about a place that has a special meaning for you. It could be your old neighborhood, a family member’s house, or a place you have visited. Below write about that place. What does it look like? How does it make you feel?

Possible answer: My grandmother’s house is special for me because I spent a lot of time there when I was little. It has a big kitchen with a round table. It made me feel safe and happy.

Literary Element Sonnet

A **sonnet** is a type poem with fourteen lines. Sonnets usually have a single theme, idea, or emotion. Sonnets can be challenging. They usually have a clear rhyme pattern. They also use a meter, or pattern of rhythm, called iambic pentameter. This means the syllables are in pairs of unstressed and stressed syllables. Today (tə dā’) is an example.

As you read, think about the rhyme, meter, and the theme of the sonnet.

Reading Strategy Paraphrase

When you **paraphrase**, you retell the story or poem in your own words. This can help you understand a story or poem that uses difficult words or difficult style. You can also paraphrase to see if you understood what you read. If you can say it in your own words, you probably understand.

To paraphrase,

- find the words that you do not know.
- look those words up in a dictionary.
- If you can say it in your own words, you probably understand.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

mighty (mī' tē) *adj.*
powerful
*I opened the heavy door with a **mighty** push.*



command (kə mand') *v.* to give an order
*The leader will **command** everyone to be silent.*



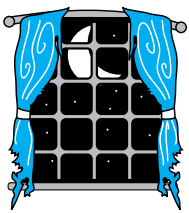
yearning (yum' ing) *v.* wanting very much
*Fernando was **yearning** to return to Mexico.*



wretched (rech' id) *adj.* very unhappy; awful
*Hilda felt **wretched** after being sick all week.*



raggedly (rag' id lē) *adv.* in a way that is rough or torn
*The old curtains hang **raggedly** from the window.*



undermining (un' dər mīn ing) *v.* taking away power; weakening
*The fires are **undermining** their plans for the city.*



hovered (həv' ərd) *v.* hung or flew above
*The helicopter **hovered** over the crowd.*



sentiment (sen' tə mēnt) *n.* feeling
*The **sentiment** of the students was to keep the old mascot.*
► Cognate(Spanish) **sentimiento**



For more practice, see page 276.

The New Colossus and Childhood

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the routine below.

Content Vocabulary

Define: When something is **mighty**, it is very powerful. **Example:** The **mighty** wind blew the roof off the house. **Ask:** How would you describe a mighty wind? **DESCRIPTION**

To **command** is to give an order. *The coaches **command** the team.* Who else might command people? **EXAMPLE**

When someone is **yearning** for something, they want it very badly. *Marita was **yearning** for a letter from home.* What word means almost the same thing as **yearning**? **SYNONYM**

When someone feels **wretched**, he or she feels terrible. *Kalle felt **wretched** when her sister left home.* What is the opposite of **wretched**? **ANTONYM**

If you are dressed **raggedly**, you are wearing old or torn clothes. *The old curtains hung **raggedly** off the curtain rod.* How would you describe clothes worn **raggedly**? **DESCRIPTION**

When something is **undermining** something else, it is making it weaker or more difficult. *The snowstorm is **undermining** my weekly bike ride.* How are the words *hurting* and *undermining* the same? How are they different? **COMPARE AND CONTRAST**

If something **hovered** over you, it hung in the air above you. *The bees **hovered** over the pond.* How do insects hover? **EXPLANATION**

A **sentiment** is an idea based on emotions. *The **sentiment** of the crowd was angry.* What is your sentiment about your best friend? **EXAMPLE**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 276.

Phonics

Consonant Clusters with *nt*

Tell students they are going to practice the consonant cluster *nt*. Tell them that the consonants are clustered, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *nt* (*sentiment*). Be sure to point out to students that the consonant cluster *nt* occurs most often at the ends of words. Slowly pronounce the words and have students show one and two fingers, respectively, when they hear /n/ and /t/. Then have students say the words.

Write the following words from the selection. Briefly explain their meanings and have students pronounce them after you.

absent burnt meant pant went



Interactive Question-Response

Content Vocabulary

Point out the underlined word *mighty*. Remind students that *mighty* means “powerful.” **Ask:** *If a mighty storm hits a little tree, what might happen? (The tree would probably be knocked down.)* Next, point out the underlined word *command*. Remind students that *command* means “to lead or give orders”. **Ask:** *How might you command someone else to do something? (write out directions, tell them to do something with a loud voice)* Continue to support the underlined vocabulary words on this page.

Literary Element Sonnet

If students have difficulty responding, read aloud the lines of the poem. Have students repeat the last word in each line after you read it. Write each ending word on the board. After finishing the poem, circle one pair of rhyming words. Have students focus on these words. **Ask:** *Can you hear the way the ends of the words sound the same? (yes/no) That means the words rhyme.* Point out the similar spellings of the rhyming words. Tell students that this is one way to see if the words rhyme.

Comprehension Check

If students have difficulty responding, explain that poems often use figurative language to make a point. **Ask:** *Who is the mighty woman? (the Statue of Liberty) Why would she be silent? (She is a statue and statues cannot talk.)*



Literary Element

Sonnet Underline the last word in each line. Which words rhyme?

fame/flame/name/frame;

land/stand/hand/command;

she/free/me; poor/shore/door



Comprehension Check

Why does the woman have *silent lips*? Check one.

- ☐ because she is whispering
☒ because she is a statue
☐ because her throat is sore

To Sum Up

- ▶ The poet writes about the Statue of Liberty in New York City.
- ▶ The poet describes the statue as a kind woman.
- ▶ The statue welcomes immigrants to the United States.

Not like the brazen giant of Greek fame,
 With conquering limbs astride from land to land;
 Here at our sea-washed, sunset gates shall stand
 A mighty woman with a torch, whose flame
 Is the imprisoned lightning, and her name
 Mother of Exiles.² From her beacon-hand
 Glows world-wide welcome; her mild eyes command
 The air-bridged harbor that twins cities frame,
 “Keep, ancient lands, your storied pomp!”³ cries she
 With silent lips. “Give me your tired, your poor,
 Your huddled masses yearning to breathe free,
 The wretched refuse⁴ of your teeming shore,
 Send these, the homeless, tempest-tossed⁵ to me,
 I lift my lamp beside the golden door!”

1. The **Colossus** was a giant statue from ancient Greece. It is said to have stood at the entrance to an island, just as the Statue of Liberty stands at the entrance to New York City.

2. **Mother of Exiles** means that the Statue of Liberty is like a mother who takes care of her children. The statue is a symbol for the United States and its promise to welcome new immigrants.

3. **Storied pomp** means the wealth of the kings, queens, and other rich people of Europe.

4. **Refuse** (ref' ūs) means “things that are thrown away.”

5. **Tempest-tossed** means “knocked around by storms.”

Differentiated Instruction

Clarify the Text Help students understand the words on the Statue of Liberty.

Beginning Explain to students that the Statue of Liberty symbolizes the United States for many people. **Ask:** *What kind of people is the “mighty woman” talking about, rich people or poor people? (poor people)*

Intermediate Point out that the Statue of Liberty is calling out to other countries. **Ask:** *Who is the statue talking about in these countries? (The statue is calling out to the tired, the poor, and the homeless of other countries.)*

Advanced **Ask:** *What does the Statue of Liberty symbolize? (the United States, freedom)* Point out to the students that the Statue of Liberty is trying to communicate a message. **Ask:** *What is her message? (She calls for other countries to give her their tired, poor, and homeless. She will take care of them.)*

Childhood



When I was a child I knew red miners dressed raggedly and wearing carbide lamps. I saw them come down red hills to their camps dyed with red dust from old Ishkooda mines.¹ Night after night I met them on the roads, or on the streets in town I caught their glance; the swing of dinner buckets in their hands, and grumbling undermining all their words.

I also lived in low cotton country where moonlight hovered over ripe haystacks, or stumps of trees, and croppers' rotting shacks with famine, terror, flood, and plague near by; where sentiment and hatred still held sway and only bitter land was washed away.

1. *Ishkooda mines* were part of a mining company in Birmingham, Alabama

REFLECT

Paraphrase

In your own words, write what the Statue of Liberty seems to say in "The New Colossus."

Possible answer: Anyone who wants to can come to America and start a new life.

What do you think the speaker of "Childhood" would say back to her?

Possible answer : Life can be very hard in America.



Talk about your answer with a partner.



Literary Element

Sonnet Look for words that rhyme. What is the pattern of the rhyme?

lamps/camps; glance/hands;

haystacks/shacks; sway/

away. The lines that end in

rhymes are right next to each

other.

Still held sway means "still had power."

To Sum Up

- The narrator lived in a mining town as a child.
- She saw that the people looked very unhappy.
- Life is hard for poet.

Childhood

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Interactive Question-Response

Content Vocabulary

Remind students of *raggedly* and *undermining*.

Ask: How would a raggedly cut beard appear? (The beard would appear rough and uneven.)

Ask: How might grumbling, or complaining, undermine what someone says? (If someone is always complaining, people might not listen to him or her.) Continue to support the underlined vocabulary words on this page.

Literary Element Sonnet

If students have difficulty responding, read the poem aloud. Have students repeat the last word in each line after you read it. Write each ending word on the board. After finishing the poem, circle one pair of rhyming words. Have students focus on these words. **Ask:** Can you hear the way ends of the words sound the same? (yes/no) That means the words rhyme. Have students group the words that rhyme. **Ask:** What is special about the last two lines? (the last words rhyme)

Academic Vocabulary

Explain to students that **transition** means "to move from one state, position, or activity to another." **Model** When you left elementary school, you made the transition to middle school. Ask students to think about the differences between junior high/middle school and high school. **Ask:** What sorts of changes do you expect to occur from your transition to high school? (The homework will get harder, and there will be more people in each class.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** If I needed to paraphrase the poem "The New Colossus," I would say "The Statue of Liberty stands in New York harbor and says that anyone who wants to can come to America." **Ask:** How would you paraphrase the poem "Childhood"? (Life is hard in the United States.)

Vocabulary Check

A/B. **Beginning** and **Intermediate**

Turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which person feels wretched? This person feels wretched.*

Comprehension Check

A/B. **Beginning** and **Intermediate**

Explain that students have to understand the poems to be able to answer the questions. Have students reread the poems. **Model** Ask yourselves these questions: *What do the words in each poem mean? What do the images in each poem describe? What is the poet's message in each poem?* Encourage students to look for key words in each of the questions.

Writing Link

Paragraph

Have students choose one poem or an image from one of the poems and write a short paragraph summarizing it.

After Reading Have students complete the after reading activity on page 277.

Vocabulary Check

A/B. Label each picture with a word from the box.

hovering mighty raggedly wretched



1. hovering



2. wretched



3. mighty



4. raggedly

C. Complete each sentence.

- The immigrants in "The New Colossus" are yearning to see their country again; live a better life.
- The miners in "Childhood" are dressed raggedly.

Comprehension Check

A/B. Answer the questions below about the two poems.

- How does the speaker of "The New Colossus" describe the Statue of Liberty?
Possible answer: The Statue of Liberty is a mighty woman with a torch who stands in the harbor welcoming new immigrants to the United States.
- How does the author of "Childhood" describe the miners who lived near her home?
Possible answer: The miners have torn clothing and are covered with red dust. They grumble because they are unhappy.

For more practice, see page 276.

Grammar Link

BLM

Possessive Pronouns

Prepare students to complete the activity master on page A26. Read the grammar instruction with students, and complete the first item with them to help them get started.



8.4 Understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

Ode to Thanks

by Pablo Neruda

and

Ode to Rain

by Pat Mora

Ode to Thanks and Ode to Rain

163

Oral Language

Build Background

Tell students that they will read two poems. The first one is "Ode to Thanks," by Chilean poet Pablo Neruda. The second one is "Ode to Rain," by Texas author Pat Mora. **Ask:** *Why would someone write a poem about rain? (He or she wants to celebrate rain.)*

Talk About the Poems

Explain that the two poems celebrate things that the poets are thankful for. The first celebrates the idea of thanks. The second celebrates rain.

Beginning **Ask:** *Are you thankful for anything? (yes/no) Have students share something they are thankful for.*

Intermediate Ask students to think about what they are thankful for. **Ask:** *What is an everyday thing you are thankful for? (the sun) Why are you thankful for it? (The sun keeps us warm and gives us light.)*

Advanced Explain that "Ode to Thanks" celebrates the idea of thanks. **Ask:** *What is an idea that you want to celebrate or are thankful for? (love) Why are you thankful for this idea? (Love makes people feel safe and happy. It teaches people how to treat each other well.)*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poems

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *str*
- Vowel /ē/

Literary Element

- Ode

Writing Link

- Paragraph

Grammar Link

- *As . . . as, Not as . . . as, and Less . . . Than* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™
- A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud Connect to the Poems. Reproduce the web on the board. **Model** *The quilt my grandmother gave me makes me happy because she is my favorite relative, and she made it herself.* Write *quilt* in the center oval. Model writing your responses in the outer ovals. Then have individuals fill in their own webs.

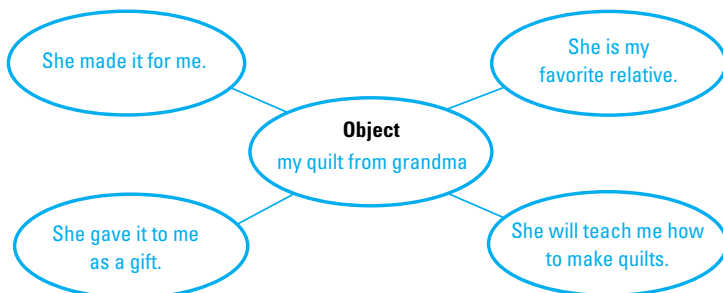
Literary Element Ode

Read aloud the Literary Element. Have students think about the titles of the odes they are about to read: "Ode to Thanks" and "Ode to Rain."

Ask: *Does "Ode to Thanks" sound like it is about something grand and famous or something that is small and ordinary? (something small and ordinary) What about "Ode to Rain"? (small and ordinary)*

Connect to the Poems

Think about an object that is special to you or makes you happy. Why is the object special? Fill in the web below. Write the name of the special object in the center oval. In the outer ovals, write why the object is special.



Literary Element Ode

One kind of poem is called an **ode**. Odes are poems that celebrate someone or something. Odes are often full of happiness and excitement. Many times, odes celebrate famous people or places. But odes can also celebrate small, ordinary things.

As you read an ode, think about what it celebrates. Does it celebrate something grand, like a very tall building or a mountain? Or does it celebrate something that you could find anywhere, like a stone or a shoe? Notice the details that make the poet happy and excited. Are these things that you would celebrate?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

threatening (thret' ən ing) *adj.* scary; promising harm or pain
The thunder from the storm sounded **threatening**.



petal (pet' əl) *n.* the colorful leaf of a flower
Thao picked the purple **petal** off the flower.
➤ Cognate (Spanish) **pétalo**



distant (dis' tant) *adj.* far away
Arturo flew on an airplane to a **distant** country.
➤ Cognate (Spanish) **distante**



gleam (glēm) *v.* shine
The dishes **gleam** because Channa washed and dried them.



broad (bród) *adj.* very wide
The **broad** road has four lanes for cars to drive on.



strutting (strut' ting) *v.* walking proudly
She was **strutting** to the stage to get her award.



damp (damp) *adj.* wet or moist
I could not dry my **damp** hair without a towel.



parched (pärcht) *adj.* totally dry; having no water anywhere
The plants died in the **parched** soil.



For more practice, see page 278.

Ode to Thanks and Ode to Rain

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: Something that is **threatening** may cause you harm. **Example:** The dog was very **threatening** to the cat. **Ask:** Describe something that you thought was threatening. **DESCRIPTION**

A **petal** is the colorful part of a flower. *The rose petals are soft and velvety.* How is a **petal** like a leaf? How is it different? **COMPARE AND CONTRAST**

Something **distant** is far away. *She will attend college in a distant town.* What is the opposite of **distant**? **ANTONYM**

To **gleam** is to shine. *The clean windows gleam in the sun.* What else can gleam in the sun? **EXAMPLE**

If something is **broad**, it is very wide. *The man carried his child on his broad shoulders.* What is another word that means the same as **broad**? **SYNONYM**

If you are **strutting**, you are walking proudly. *The rooster was strutting around the farm.* Describe what someone who is strutting looks like. **DESCRIPTION**

Something **damp** is a little wet. *I was upset because my clothes were still damp when I took them out of the dryer.* What is the opposite of **damp**? **ANTONYM**

To be **parched** is to be totally dry. *The grass was parched in the summer heat.* What is something else that can be parched? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 278.

Phonics

Consonant Clusters with *str*

Tell students they are going to practice the consonant cluster *str*. Tell students that consonants are clustered, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *str* at the beginning of the word (*strutting*). Slowly pronounce the word, and have students show one, two, and three fingers, respectively, when they hear /s/, /t/, and /r/. Then have students say the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

strikes

strength

strum

strangers

strive

Ode to Thanks

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *threatening*. **Ask:** *What does the speaker describe as threatening? (the world)* Then, read aloud the word and definition of *petal*. **Ask:** *What kind of petal does the speaker describe? (a sweet one of sugar)*

Literary Element Ode

Have students share what they underlined. **Ask:** *What is one phrase the speaker uses to describe the word thanks? ("word that melts iron and snow")*



Literary Element

Ode Underline the words that tell you what the ode is celebrating.

threatening (thret' ən ing) *adj.* scary; promising harm or pain



Makes the rounds means "a series of similar visits or stops."

petal (pet' əl) *n.* the colorful leaf of a flower



To Sum Up

- The speaker celebrates the word *thanks*.
- The word *thanks* makes the world a better place.

Thanks to the word
that says *thanks!*

Thanks to *thanks*,
word
that melts
iron and snow!

The world is a threatening place
until
thanks

makes the rounds
from one pair of lips to another,
soft as a bright
feather

and sweet as a petal of sugar,
filling the mouth with its sound
or else a mumbled
whisper:

Life becomes human again:
it's no longer an open window.

A bit of brightness
strikes into the forest,
and we can sing again beneath the leaves.
Thanks, you're the medicine we take

Long Vowel /ē/

Tell students they are going to practice pronouncing and identifying the long vowel sound /ē/. Explain that the /ē/ sound can be spelled *e* as in *maybe*, or with the vowel combinations *ea*, *ee*, *y*, *i_e*, or *e_e*, as in *reach*, *seek*, *handy*, *machine*, and *compete*. Write these examples on the board. Slowly pronounce the words, and have students raise their hands when they hear the long *e* sound. Have students repeat each word.

Ask students to find words with a long *e* sound on pages 166 (*sweet*, *we*, *leaves*, *beneath*) and 167 (*maybe*, *sweeping*, *freezing*, *clean*, *gleam*). Briefly explain their meanings, and have students repeat them. Have students make a written list of the words. Ask volunteers to write these words on the board.

Then ask students to look for words in the dictionary with the long vowel sound /ē/ at the beginning of the word. List some of the words that students find on the board. Ask students to explain their meanings, and pronounce them with students.

to save us from
the bite of scorn.
Your light brightens the altar of harshness.
Or maybe
a tapestry
known
to far distant peoples.
Travelers
fan out
into the wilds,
and in that jungle
of strangers,
*merci*¹
rings out
while the hustling train
changes countries,
sweeping away borders,
then *spasibo*²
clinging to pointy
volcanoes, to fire and freezing cold,
or *danke*,³ yes! and *gracias*,⁴ and
the world turns into a table:
a single word has wiped it clean,
plates and glasses gleam,
silverware tinkles,
and the tablecloth is as broad as a plain.

Thank you, *thanks*,
for going out and returning,
for rising up
and setting down.
We know, *thanks*,
that you don't fill every space—

1. **Merci** (mer sē) means "thanks" in French.
2. **Spasibo** (spa' se' bō) means "thanks" in Russian.
3. **Danke** (dān' ka) means "thanks" in German.
4. **Gracias** (grās' yās) means "thanks" in Spanish.

25 **distant** (dis' tǎnt) *adj.* far away



30 **gleam** (glēm) *v.* shine



35 **broad** (brôd) *adj.* very wide



45 **Comprehension Check**

- How does the word *thanks* bring the people of the world together? Check the correct answer.
- ☐ The word *thanks* makes people strangers.
 - ☐ The word *thanks* makes the world a darker place.
 - ☒ The word *thanks* welcomes travelers to different places.

55 **To Sum Up**

- People around the world say the word *thanks*.
- The word *thanks* brings people together.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *distant*. **Ask:** What does the speaker describe as *distant*? (people) Have a student read aloud the word and definition for *gleam*. **Ask:** What things *gleam* in the poem? (plates and glasses) Then, read aloud the word and definition for *broad*. **Ask:** What does the speaker compare the tablecloth to? (a plain)

Comprehension Check

Ask students to share their answers. **Ask:** How do you know that *thanks* is said by people all over the world? (because *thanks* is said in different languages in the text)

Differentiated Instruction

Clarify the Text Help students understand why the speaker is so fond of the word *thanks*.

Beginning Read aloud the To Sum Up box. **Ask:** Does the word *thanks* help people or hurt people? (helps people)

Intermediate Have partners read aloud lines 31–40. Then have them complete the following sentence frames: *The speaker uses the word merci to show ____.* (that people say thanks in foreign countries)

Advanced Explain to students that the speaker believes that the word *thanks* brings people together and allows them to communicate even if they do not speak the same language. Encourage students to reread the lines where the speaker describes the world coming together (lines 45–49) and have volunteers restate them in their own words. Encourage students to use a variety of sentence lengths as they speak.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up boxes from pages 166–168. Ask students to decide what the three most important points in the poem are. Provide them with the following sentence frame:

The most important points in this poem are ____, ____, and ____.

(The most important points in this poem are that thanks makes the world a better place, thanks brings people together, and saying thanks can always make a difference.)

Daggers are sharp knives.
Daggers of pride means
“the painful feelings that pride
can make.”

Take cover means
“hide somewhere.”

60

you're only a word—
but
where your little petal
appears
the **daggers of pride take cover**,
and there's a penny's worth of smiles.

To Sum Up

- The word *thanks* is only a little word.
- Saying *thanks* can always make a difference.

Ode to Rain

Earth blessing,
vertical river of memories,
impetuous¹ refreshment,
you grace us
with your pine and aspen harmony.

Like a cascade of coins,
you dance
staccato² on tin rooftops,
cry on the windowpane
with a man staring
at a fading photograph,
whisper a lullaby
to a woman dreaming
herself, a child again
strutting
through a desert shower
festooned³ in damp diamonds.

Liquid caress,
you wake hollyhocks
from their parched, dusty sleep,
into the tangle of fertility.

Silver language,
you slide and rise,
gather and release,
instruct us in your circular practice
of abundance, greening the earth.

1. **Impetuous** means "bold."
2. **Staccato** describes short, repeated taps or sounds.
3. **Festooned** (fes tünd') means "decorated."



hollyhocks

5

strutting (strut' ting) *v.* walking proudly



10

damp (damp) *adj.* wet or moist



15

parched (pärcht) *adj.* totally dry; having no water anywhere



20

To Sum Up

25

- The speaker sees rain as a kind friend.
- Rain can visit many people at once.
- Rain makes the earth green by helping plants grow.

Ode to Rain

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Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Focus students' attention on lines 15–21. **Ask:** *Who is strutting? (a woman who imagines herself a child) Why are her diamonds damp? (They are wet from the rain.) Why are the hollyhocks parched? (from lack of rain)*

Academic Vocabulary

Write the following sentence on the board: *Both poets think of their subjects as being **crucial** to society and to the world.* Explain to students that in this sentence, *crucial* means "extremely important." **Ask:** *What is something that is crucial in your life? (my parents) What makes it crucial to you? (They love me and take care of me.)*

Vocabulary Check

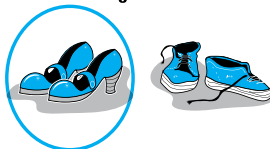
A. Beginning

Read each question aloud. Encourage students to point to the correct picture. Then confirm the answer by turning the question into a statement and have students repeat. For example: *Which shoes gleam? These shoes gleam.*

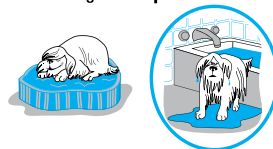
Vocabulary Check

A. Circle the picture that best answers each question.

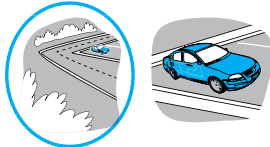
1. Which shoes **gleam**?



3. Which dog is **damp**?



2. Which car is **distant**?



4. Which sky looks **threatening**?



B. On the line beside each sentence, write the vocabulary word that has the same meaning as the underlined words.

broad damp petal strutting

5. _____ strutting The famous actress was walking proudly down the sidewalk.
6. _____ petal The flower's colored leaf started to turn brown.
7. _____ broad The river was too deep and too wide to cross.
8. _____ damp The grass was wet the day after the storm.

C. Think about the meanings of the vocabulary words in "Ode to Thanks" and "Ode to Rain." Check the correct meaning.

9. The word *thanks* makes the **threatening** world seem like a nicer place.

- ☐ cold
☐ bright
☒ scary

11. Rain helps **parched** and dusty plants grow green and alive again.

- ☐ living
☒ dry
☐ large

10. The word *thanks* is known to **distant** peoples.

- ☒ far away
☐ foreign
☐ all

12. Walking through the rain makes your clothes look **damp**.

- ☒ wet
☐ torn
☐ smaller

Grammar Link

BLM

As...As, Not As...As, and Less...Than

Prepare students to complete the activity master on page A27. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Think about the poems. Circle the word or words that best fit each sentence.

1. The word *thanks* makes the scary world a (nicer/darker) place.
2. When travelers go to (far away/nearby) places, the word *thanks* (brings them together/keeps them apart).
3. The word *thanks* is a (small/loud) word, but it still helps to bring (daggers/smiles).
4. Rain is like a (dancer/pine) on a rooftop.
5. Rain visits (one person/many people) at a time, and helps (diamonds/plants) live again.

B. Think about the two odes. At the top of the outline, write the subject of one of the odes (the word *thanks* or *rain*). Then list three reasons why the poet celebrates the subject.

6. The poet celebrates Possible answer: the word *thanks* because
 - a. Possible answer: *thanks* makes the world less threatening
 - b. Possible answer: *thanks* makes scorn easier to take
 - c. Possible answer: *thanks* brings strangers from all over together into one community

C. Circle the letter of the words and phrases that best complete each sentence.

7. Each poem is an ode that
 - a. celebrates rain.
 - b.** celebrates ordinary things.
 - c. celebrates a small word.
8. The speaker of "Ode to Thanks" believes
 - a.** the word *thanks* makes life less threatening.
 - b. the word *thanks* makes life like an open window.
 - c. the word *thanks* makes life full of scorn and bad feelings.
9. The speaker of "Ode to Rain" speaks to rain as if
 - a. rain is a sad, crying old man.
 - b. rain is a small, sleeping child.
 - c.** rain is a close, caring friend.
10. The poems both end with a feeling of
 - a.** hope for a better future.
 - b. sadness because of the threatening world.
 - c. anger and scorn for the parched earth.

Comprehension
Check

B. Intermediate

Ask students to think about the main points that each poet made. Encourage them to go back and reread the text to check the details.

Writing Link

Paragraph

Tell students that they will write a paragraph about an ordinary thing that does not get enough praise. Have them work in groups to think of a topic and write a topic sentence. Remind them to include three or four supporting sentences that describe why they want to praise that thing. Encourage students to read their paragraphs aloud.

Write a Conversation

Imagine you are speaking with poets Pablo Neruda and Pat Mora. You have an idea for an ode that celebrates something ordinary. Write the conversation you would have by completing the sentences.

You: Both of your poems are about ordinary things.

Neruda: Yes. *Thanks* is a very small word that we hear all the time.

Mora: And rain falls on the earth every day.

You: But both *thanks* and rain are very important. I want to write an ode too. My ode will be about friendship. I think it is important because without friends, we would all be alone in this world.

Neruda: That is a good idea for an ode. What do you want to say in your ode?

You: One thing I would say is I think friendship is more valuable than any treasure, or cars, or houses could ever be. Friendship is priceless. I could use the image of a trusty tool that has never broken, even though there are other, more high tech tools that could do the job so the reader can picture it better.

Mora: That sounds good. What else will you include in your ode?

You: I also like the image of a bridge because every bridge needs two ends. If one of the ends breaks, then you cannot cross from one side to the other. I want to use it to show how friendship should never be one-sided. We have to trust in other people and support other people if we are to have a true friendship.

Neruda and Mora: What do you think your ode says about the world?

You: I think it shows that friendship is what links us together even more today than ever.



RC-8.B Ask literal, interpretive, evaluative, and universal questions of text.

O Captain! My Captain!

by Walt Whitman

Oral Language

Build Background

Read the title and author. Explain that students will read "O Captain! My Captain!" by Walt Whitman, an American poet who lived from 1819 to 1892. **Ask:** *What is a captain? (a leader) What kinds of captains are there? (sports team captains, army captains, ship captains)*

Talk About the Poem

Explain that the speaker of the poem grieves because his captain has died.

Beginning Have students think about what a captain does. **Ask:** *How would you show respect for a captain?* Explain that standing up, taking off a hat, and saluting are all ways of showing respect for a leader. Have students pantomime all three methods of showing respect.

Intermediate Have students think about a captain or leader from their life. **Ask:** *What does a captain do?* Have students brainstorm the responsibilities of a leader.

Advanced/Advanced High Explain that the title of the poem gives a clue about how the poet feels. **Ask:** *What do you notice about the punctuation in the title? (There are exclamation points.) What might the exclamation points tell readers about the poet's feelings? (He might be excited or feel a lot of emotion.)*

O Captain! My Captain!

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Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poem

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Digraphs with /th/

Literary Element

- Elegy

Reading Strategy

- Interpret Author's Meaning

Writing Link

- Letter

Grammar Link

- Irregular Verbs *Have, Do,* and *Go* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poem

Read aloud Connect to the Poem. Reproduce the web on the board. **Model** *I remember a leader named César Chavez. He was very brave. He used peaceful ways to stand up for the rights of farm workers. He helped to make their working conditions better.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals complete their own webs.

Literary Element Elegy

Read aloud the Literary Element. **Ask:** *How can you feel both sadness and joy about a person who has died? (The joy can be about the person's life. The sadness is from missing the person.)*

Reading Strategy Interpret Author's Meaning

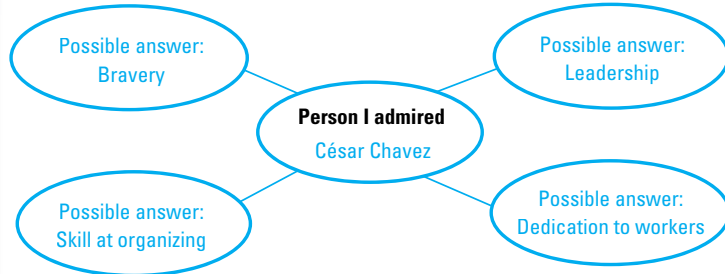
Read aloud the Reading Strategy. Explain that *interpret* means "figure out." **Model** *When I interpret an author's meaning, I figure out what the author means. I figure out the meaning by using what I already know and by studying the author's words. As I read "O Captain! My Captain!," I am going to try to figure out the author's meaning. To do that, I am going to ask myself questions, such as "Who is the captain? What did he do? Why is he important? Why does the author use certain words? What do those words mean? Do the words show that the author likes or dislikes the captain?" Answering these questions will help me figure out what the author is saying.*

O Captain! My Captain!

Connect to the Poem

Think of a famous leader or other public person who has died. How did you feel when you heard news of the death?

Complete the web below. Write the name of a famous person who has died in the center. In the other ovals, write what you admired about him or her.



Literary Element Elegy

An **elegy** is a poem that honors someone who has died. Elegies often express both joy and sorrow.

To find out if a poem is an elegy, ask yourself,

- is the poem about one main person?
- does the poem show the joy in the person's life?
- does the poem show the sorrow related to the person's death?

Reading Strategy Interpret Author's Meaning

When you **interpret an author's meaning**, you use your understanding of the world to understand what the author is saying. Interpreting the author's meaning will help you to understand the author's thoughts and feelings.

To **interpret an author's meaning**, ask yourself,

- why does the author describe the events in this way?
- what larger idea might the events be about?
- what is the author really trying to say?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

fearful (fēr' fal) *adj.* terrible
The car accident was a **fearful** sight.



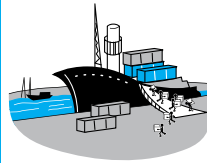
weathered (weth' ard) *v.* passed through safely; survived
The house **weathered** the storm.



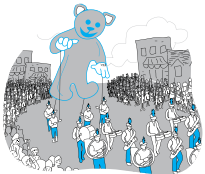
sought (sot) *v.* looked or searched for; past tense of seek
The lost children **sought** help from a police officer.



port (pôrt) *n.* a place where ships can dock safely
The boat unloaded its cargo at the **port**.
➤ Cognate (Spanish) **puerto**



mass (mas) *n.* a large number of people
A **mass** of people watched the parade.



voyage (voi' ij) *n.* a long journey
The ship went on a long **voyage** from Mexico to Asia.
➤ Cognate (Spanish) **viaje**



victor (vik' tar) *n.* someone who has won something
After the talent show, the judges gave the **victor** a trophy.



object (ob' jekt) *n.* the goal; what someone wants to get or do
The **object** of studying is to learn.
➤ Cognate (Spanish) **objeto**



For more practice, see page 279.

O Captain! My Captain!

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When something is **fearful**, it is terrible.

Example: The **fearful** storm damaged our house.

Ask: What is another example of something that is **fearful**? **EXAMPLE**

If you **weathered** something, you survived it. *The building weathered the earthquake.* Describe another situation people have weathered.

DESCRIPTION

Sought means looked for. *The travelers sought a hotel.* How are **sought** and **find** similar? How are they different? **COMPARE AND CONTRAST**

A **port** is a place where boats dock. *The ship safely reached its port.* What does a port look like? **DESCRIPTION**

A crowd of people is a **mass**. *She looked for her friend in the mass of football fans.* When do you see a mass of people? **EXAMPLE**

A **voyage** is a journey. *We went on a voyage through the Panama Canal.* What kinds of things would you need on a voyage? **EXPLANATION**

A **victor** is a winner. *The boy was the victor of the spelling contest.* What other words have the same meaning as **victor**? **SYNONYM**

An **object** is a goal. *Her object at the library is to find a book.* What are some different objects you might have? **EXAMPLE**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 279.

Phonics

Consonant Digraphs with /th/

Tell students they are going to practice consonant digraph /th/, as in *that*. Tell them that together, the letters *th* sometimes make the sound /th/. Have students look at the Content Vocabulary word *weathered*. *Slowly* pronounce the word, and have students raise their hands when they hear /th/. Then have students say the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

they **their** **father**

Have students look for words in the dictionary that begin with *th*. Write some of the words students find on the board and pronounce them. Ask whether *th* makes the sound /th/. Point out the difference between /th/ as in *think* and /th/ as in *that*.

O Captain! My Captain!

Interactive Question-Response

Background Information

Read aloud the background note. **Ask:** *Why is it important to know that the poem is about the death of Abraham Lincoln? (It tells who the captain is and helps explain the author's meaning.) Was Lincoln the captain of a ship? (no) Why do you think the poet compares Lincoln to a ship's captain? (The president leads the country the way a captain leads a ship.)*

Literary Element Elegy

If students have difficulty responding, remind them that an elegy honors someone who died. Have them work in pairs to read the poem aloud, looking for lines that show that the poem honors someone who has died. **Ask:** *How do you think the speaker feels about the death of the captain? (He is very sad, shocked, and maybe afraid.) How do you know? (The exclamation points make the lines quick and loud. The speaker says "O heart! heart!" This might mean his heart hurts.)*

Academic Vocabulary

Explain to students that during the Civil War, President Lincoln fought for a **constitutional** change. He wanted the United States Constitution to include a law against slavery.

Model *Freedom of speech is a constitutional right in the United States. This means that the constitution says everyone in the United States has the right to speak freely and openly.* **Ask:** *What is another constitutional right? (freedom of religion, right to a fair trial)*

Background Information

Poet Walt Whitman admired President Abraham Lincoln. After the Union won the Civil War in 1865, President Lincoln was shot and killed while he was watching a play. Whitman wrote this poem after learning of Lincoln's death.



Literary Element

Elegy Underline the words and phrases on this page that tell you this poem is an elegy.

To Sum Up

- The Captain has won a battle.
- When the ship returns to the port, the Captain is dead.
- A crowd in the port is cheering for the Captain.

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O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack,¹ the prize we sought is won;
The port is near, the bells I hear, the people all exulting,²
While follow eyes the steady keel,³ the vessel grim⁴ and daring:

5 But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
10 Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon'd wreaths—for you the
shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here, Captain! dear father!

This arm beneath your head;
15 It is some dream that on the deck,
You've fallen cold and dead.

1. Here, **rack** means "storm."

2. People who are **exulting** are filled with joy.

3. Here, **steady keel** means a straight, even path.

4. A **grim vessel** is a ship that is gloomy or somber.

Differentiated Instruction

Clarify the Text Help students understand the image of the cheering crowd.

Beginning Read aloud all of the bullets in the To Sum Up box. **Ask:** *Does the cheering crowd know that the captain is dead, or do they think he is still alive? (They think he is still alive.)*

Intermediate Have partners read aloud the second stanza. Then have them complete these sentence frames: *The crowd is cheering and offering flowers for _____. (the captain) The captain does not rise up to greet the crowd because _____. (he is dead)*

Advanced Explain that Whitman includes the image of the cheering crowd to show how much people loved President Lincoln. **Ask:** *If a leader you admire visits near where you live, would you go to see him or her? (yes/no) What would you do if you saw a leader you admired? (I would wave and shout.)*

My Captain does not answer, his lips are pale and still;
 My father does not feel my arm, he has no pulse nor will;
 The ship is anchor'd safe and sound, its voyage closed
 and done;
 From fearful trip, the victor ship⁵ comes in with object won:
 Exult, O shores, and ring, O bells!
 But I, with mournful tread,⁶
 Walk the deck my Captain lies,
 Fallen cold and dead.

5. A **victor ship** is the ship that has won the battle.
 6. **Mournful tread** is a walk slowed by sadness.

REFLECT

Interpret Author's Meaning

What is the *fearful trip* that the speaker describes?

Possible answer: It is the Civil War.



Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.



Comprehension Check

Who is the Captain that the speaker of the poem refers to? Check the correct answer.

- ☐ His real father
☒ President Abraham Lincoln
☐ A ship crewmember

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To Sum Up

- The ship is now safe and has returned from its victory.
- The crowd of people cheers, but the Captain is dead on the ship.
- The speaker cannot believe the Captain is dead.

O Captain! My Captain!

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Interactive Question-Response

Comprehension Check

Ask students to share what they checked. **Ask:** *What does the speaker mean when he calls the captain his father? (The speaker admires the captain. He feels the captain has helped take care of him.)*

Content Vocabulary

Remind students of the definitions of *voyage*, *victor*, and *object*. **Ask:** *What event in American history is compared to a ship's voyage? (the Civil War) How does a victor usually feel? (happy, proud of accomplishments) Have students read the sentence with the word *object*. **Ask:** *What is the object that was won? (winning the Civil War; reuniting the country; abolishing slavery)**

Reflect

Partner Talk Have students work in pairs to answer. To help them get started, remind them that the poem is a metaphor. **Model** *I know that the captain is Abraham Lincoln. The fearful trip must have been something difficult that President Lincoln led the country through. **Ask:** What difficult event did President Lincoln lead the country through? (the Civil War)*

English Language Learning Strategies

To help students request assistance and monitor comprehension as they speak and answer: **Model** *If I do not understand the question or if I do not understand what my partner says, I can ask my partner questions.*

Write the following questions and sentence frames on the board. Then say them aloud and have student repeat after you.

I don't understand. Would you explain what you mean by that?
Can you give me an example?

Vocabulary Check

A/B. **Beginning** and **Intermediate**

Read the questions aloud. Point to the pictures and turn the options into questions. For example: *Is one person a mass? (no) Does a victor frown? (no)* Ask students to circle the correct answer.

Comprehension Check

A/B. **Beginning** and **Intermediate**

Write these elements of the poem on the board.

captain = _____

ship = _____

people at the port = _____

To help students get started: **Ask:** *What famous leader is the poem about? (Abraham Lincoln)*

Writing Link

Letter

Students should write a letter to a leader they admire. Have them work in pairs to brainstorm a list of characteristics for their leader. Then have students write their letters individually. When they finish, encourage them to read their letters aloud to their partners.

After Reading Have students complete the after reading activity on page 280.

O Captain! My Captain!

Vocabulary Check

A/B. Circle the picture that answers each question.

1. Which picture shows a **mass** of people?



3. Which picture shows a **port**?



2. Which picture shows a **victor**?



C. Think about the meaning of each vocabulary word. Then circle the word in the sentence that has a similar meaning.

4. **weathered** They survived / enjoyed) the violent storm.

5. **sought** They tried / failed) to win the battle.

Comprehension Check

A/B. Think about what the poem is really about. Complete each sentence.

1. The Captain of the ship is President Lincoln.

2. The ship stands for the United States.

3. The people at the port are happy because the Civil War has ended.

C. Circle the letter of the correct answer.

4. The poem "O Captain! My Captain!"

- a. tells a made-up story.
- b. mourns the loss of a hero.
- c. celebrates great adventures.

5. The poem is an elegy because

- a. it both celebrates and mourns.
- b. it is both funny and serious.
- c. it is both unusual and ordinary.

For more practice, see page 280.

Grammar Link

BLM

Irregular Verbs: *Have, Do, and Go*

Prepare students to complete the activity master on page A28. Read the grammar instruction with students, and complete the first item with them to help them get started.

For more practice, have students write three present-tense sentences using the irregular verbs *have*, *do*, and *go*. When students have finished, have them read their sentences aloud to a partner.



8.4 Understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

My Father's Song



by Simon Ortiz

and

I Ask My Mother to Sing



by Li-Young Lee

My Father's Song and I Ask My Mother to Sing 179

Oral Language

Build Background

Read the titles and authors. Explain to students that they will read "My Father's Song" by Simon Ortiz, a Native American poet born in New Mexico. Explain that they will also read "I Ask My Mother to Sing" by Li-Young Lee, a American poet who was born in Indonesia to Chinese parents.

Ask: What do you think "My Father's Song" is about? (a child listening to his father sing) What do you think "I Ask My Mother to Sing" is about? (a child asking his mother to sing)

Talk About the Poems

Explain that both poems are about remembering a parent.

Beginning **Ask:** Do you know what it means to remember the past? (yes/no) Explain to students that when you remember the past, you think about the past.

Intermediate **Ask:** What helps people remember the past? **Model** My family takes a lot of pictures. The pictures help me remember what happened in my family's past.

Advanced/ Advanced High **Ask:** How do people make sure that they will not forget their memories? **Model** People sometimes take photographs. They also write their memories in a journal so that they will not forget them.

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Poems

Vocabulary

- Content Vocabulary

Phonics

- Vowel /i/

Literary Element

- Free Verse

Writing Link

- Journal Entry

Grammar Link

- The Conjunctions *And*, *But*, and *Or* BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud Connect to the Poems. Reproduce the graphic organizer on the board. **Model** *I remember when my older brother taught me how to play basketball. I felt happy that my brother wanted to spend time with me. I felt excited that I was going to learn a new sport. I felt nervous that I would not be able to get the ball through the hoop.* Model writing your response in the graphic organizer (*brother taught me to play basketball; happy, excited, nervous*). Have volunteers suggest other responses. Then have individuals complete their own graphic organizers.

Literary Element Free Verse

Read aloud the Literary Element. Then read students an excerpt from a poem with rhyme or a set structure. **Ask:** *Is this poem written in free verse? (No.) How do you know that this poem is not written in free verse? (It rhymes.)* Remind students that poets often write in free verse so that their readers will focus on the meaning of the individual words in the poem.

Connect to the Poems

Think about a time that you remember very well. You might have been with a parent or with a friend. How did you feel? What other details do you remember?

In the box on the left, describe the time you remember. On the right, list the feelings you had.

What We Did

How I Felt

Possible answers: I played basketball with my older brother.

nervous

excited

special

Literary Element Free Verse

Poetry that has no pattern of rhymes, line length, or meter is called **free verse**. Free verse usually sounds natural, like the way a person talks or thinks. It often sounds like the events happen as you read. Most modern poets write in free verse because it allows readers to focus more on the meaning of words.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

emotion (i mō' shən) *n.* the state of how someone feels
When we saw each other, we were filled with **emotion**.

> Cognate (Spanish)
emoción



overturned (o' var turnd') *adj.* turned over, upside-down
The **overturned** glass, sat in a puddle of milk.



scooped (skōōpd) *v.* taken out or picked up quickly
The children **scooped** berries out of the bowl.



tiny (tī' nē) *adj.* very small
The baby has **tiny** toes.



alive (ə līv') *adj.* having life; not dead
The plant is still **alive** after ten years.



sway (swā) *v.* to move back and forth or side to side
I watched the tree **sway** in the wind.



water lilies (wo' tar līl' ēz) *n. pl.* plants that grow in water
I saw the **water lilies** on the pond.



cry (krī') *v.* to shed tears
The baby will **cry** when she is hungry.



For more practice, see page 281.

My Father's Song and I Ask My Mother to Sing

181

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: An **emotion** is a strong feeling of any kind. **Example:** The birth of her children filled my mother with **emotion**. **Ask:** Give an example of an **emotion**. **EXAMPLE**

When something is **overturned**, it is turned over or upside down. *The overturned wheelbarrow spilled dirt all over the driveway.* Describe a time when you saw something that was overturned.

DESCRIPTION

If someone **scooped** something, that person picked something up quickly. *Tonio scooped the kitten into his arms.* How are the words **scooped** and **grabbed** similar? How are they different?

COMPARE AND CONTRAST

Something very small is **tiny**. *He uses a magnifying glass to see the tiny bug.* What is the opposite of **tiny**? **ANTONYM**

Something that is **alive** has life. It is not dead. *I have been alive for twenty-seven years.* How do you know when something is **alive**? **EXPLANATION**

To **sway** means "to move back and forth or side to side." *The singers sway to the rhythm of the music.* What is another word that has a meaning similar to **sway**? **SYNONYM**

Some plants that grow in water are called **water lilies**. *We see water lilies on the lake.* Describe a place you might find water lilies. **DESCRIPTION**

To **cry** means "to shed tears." *The sad movie made me cry.* Why do people **cry**? **EXPLANATION**

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 281.

Phonics

Vowel /i/

Tell students that they are going to practice pronouncing and identifying words with the common vowel sound /i/ spelled *i*, or with the long *i* sound. Explain that the letter *i* can make both the short *i* sound, as in *trip*, and the long *i* sound, as in *kind*. Ask students to find the vocabulary words with the long *i* sound (*tiny*, *alive*). Slowly pronounce the words. Have students repeat the words.

Then have students look for words in the dictionary with the long *i* at the beginning of the word, such as *ice* or *idea*. List some of the words that students find on the board. Ask students to explain their meanings, and pronounce the words with students.

My Father's Song



Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. **Ask:** *Who trembled with emotion when he talked? (The poet's father trembled with emotion when he talked.) Explain that trembled means "shook." What does the poet describe as overturned? (The poet describes the furrow as overturned.) The poet's father scooped mice into the palm of his hand. Where did he scoop them from? (The poet's father scooped them from the burrow nest.)*

emotion (i mo' shən) *n.* Strong feelings of any kind.



overturned (o' vər turnd') *adj.* turned over, upside-down



scooped (skoōpd) *v.* taken out or picked up quickly



To Sum Up

- The poet misses his father.
- The poet remembers a time when his father saved some baby mice.

Wanting to say things,
I miss my father tonight.
His voice, the slight catch,
the depth, from his thin chest,
the tremble of emotion
in something he has just said
to his Son, his song:

We planted corn one Spring at Aacqu¹—
we planted several times
but this one particular time
I remember the soft damp sand
in my hand.

My father had stopped at one point
to show me an overturned furrow;²
the plowshare³ had unearthed
the burrow nest of a mouse
in the soft moist sand.

Very gently, he scooped tiny pink animals
into the palm of his hand
and told me to touch them.
We took them to the edge
of the field and put them in the shade
of a sand moist clod.

1. **Aacqu**, or Acoma, is a Native American settlement outside of Albuquerque, New Mexico.
2. A **furrow** is a long, narrow path made in the ground by a plow.
3. A **plowshare** is the sharp blade of a plow that cuts into the soil.

I remember the very softness
of cool and warm sand and tiny alive
mice and my father saying things.

25

tiny (tī' ne) *adj.* very small



alive (ə liv') *adj.* having life; not dead



Literary Element

Free Verse This poem is free verse. How do you know?

The lines do not rhyme.

To Sum Up

- The poet remembers his father talking.

My Father's Song

183

Interactive Question-Response

Content Vocabulary

Have students read aloud the words and definitions. **Ask:** *What does the poet describe as tiny and alive? (The poet describes the mice as tiny and alive.)*

Literary Element Free Verse

If students have difficulty responding: **Model** / *know that a free verse poem has no pattern of rhymes, line length, or meter. Ask: Does the poem rhyme? (No.) Are all the lines the same length? (No.) Does the poem have a meter? (No.)*

Differentiated Instruction

Clarify the Text Help students understand "My Father's Song."

Beginning Read aloud the To Sum Up statements. **Ask:** *Was the poet's father kind or unkind to the baby mice? (kind)*

Intermediate After students have read the poem, have the complete the following sentence frame *In the poem, the poet remembers a time his father saved tiny pink _____. (mice)*

Advanced After students have read the poem: **Ask:** *Why does the poet's father move the mice? (The poet's father moves the mice so they will not be hurt by a plowshare.)*

I Ask My Mother to Sing

Interactive Question-Response

Content Vocabulary

Have a student read aloud lines 3–4, containing the Content Vocabulary word *sway*. **Ask:** *What does the poet mean when he says his father would “sway like a boat”? (His father would rock back and forth like a boat on waves.)* Have a student read aloud lines 9–12, containing the Content Vocabulary word *water lilies*. Have students restate in their own words what the song says about *water lilies* (*They fill up with water, tip over when they are full, and then turn right-side-up again.*). *Why does singing the song make the poet’s mother and grandmother cry? (Singing the song makes the poet’s mother and grandmother cry because it makes them miss China.)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements on pages 182–184. Ask students to identify the emotion in both poems. **Model** *In both poems, the speaker tells about a parent. In “My Father’s Song,” the speaker sounds like he misses his father. In “I Ask My Mother to Sing,” the speaker tells how his mother and grandmother miss China.*

Ask: *What emotion do you feel when you miss someone or something?* Provide the following sentence frame for students to complete.

The emotion in both poems is _____. (sadness)

sway (swā) *v.* to move back and forth or side to side



water lilies (wó’ tər lil’ ēz) *n. pl.* plants that grow in water



cry (krī) *v.* to shed tears



She begins, and my grandmother joins her.
Mother and daughter sing like young girls.
If my father were alive, he would play
his accordion¹ and sway like a boat.

5 I’ve never been in Peking, or the Summer Palace,²
nor stood on the great Stone Boat to watch
the rain begin on Kuen Ming Lake,³ the picnickers
running away in the grass.

10 But I love to hear it sung;
how the waterlilies fill with rain until
they overturn, spilling water into water,
then rock back, and fill with more.

Both women have begun to cry.
But neither stops her song.

To Sum Up

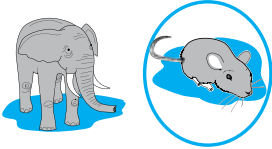
- The poet’s mother and grandmother sing about China.
- The poet thinks about China. He has never been there.
- The women start crying but keep singing.

1. An **accordion** is a musical instrument. It has a keyboard, and uses air to make sound.
2. The **Summer Palace** is a large and beautiful park in China.
3. **Kuen Ming Lake** is a lake in the Summer Palace. It has a large marble boat called the **Stone Boat**.

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which animal is **tiny**?



2. Which plants are **water lilies**?



3. Which person has started to **cry**?



B. Write the boldface word that best completes each sentence.

alive scooped sway water lilies

4. They scooped the dirt and put it in a flowerpot.
5. She will sway to the beat of the music.
6. The bird is alive because it is moving its wings.
7. The water lilies on the lake have beautiful flowers.

C. Complete the sentences about "My Father's Song."

8. The poet notices his father has a tremble of **emotion** when his father speaks to him.
9. The father shows his son an **overturned** furrow; mouse nest.

Vocabulary Check

B. Intermediate

Have volunteers reread the definitions and examples sentences for the Content Vocabulary words *alive*, *scooped*, *sway*, and *water lilies*. Then have students read each sentence with the different answer options and decide which vocabulary word best completes each sentence.

Grammar Link

BLM

The Conjunctions *And*, *But*, and *Or*

Prepare students to complete the activity master on page A29. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning

If students have difficulty responding, have students read the To Sum Up statements on pages 182–183. **Model** *If I were to draw a picture of what the poet remembers in “My Father’s Song,” I would include the poet’s father. I would also put mice in my drawing.*

After Reading Have students complete the after reading activity on pages 282.

Comprehension Check

A. What experience does the poet of “My Father’s Song” remember? Draw what happened.

Students will draw a picture of a father and son in a field as they look at mice.

B. Think about the poems. Complete the sentences.

- In “My Father’s Song,” father and son take the mice to _____
Possible answer: the edge of the field so they will be safe.
- In “I Ask My Mother to Sing,” the speaker _____
Possible answer: remembers the singing of his mother and grandmother
- The poet in “I Ask My Mother To Sing” loves _____
Possible answer: to hear songs about China

C. Complete the paragraph below.

In “My Father’s Song,” the father does not actually sing. The poet is using the metaphor of a song to talk about his father’s _____ life; way of being; respect for life. A song is a good choice for a metaphor because _____
a song is an artistic creation and so is life; a song can show a person’s emotion

For more practice, see page 282.

Writing Link

Journal Entry

Have students look back at what they wrote in the graphic organizer on page 180. Ask students to use the information they wrote in the chart to write brief journal entries about their memories. Remind them to begin by writing the date. Then encourage them to include details and description in their journal entries. Remind students to include the conjunctions *and*, *but*, and *or* in their journal entries as connecting words to combine phrases.



8.6 Understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.

Flowers for Algernon

by Daniel Keyes

Flowers for Algernon 187

Oral Language

Build Background

Read the title and author. Explain that students will read Part 1 of “Flowers for Algernon,” by Daniel Keyes, an American author. **Ask:** *When do people usually give flowers? (special occasions, like birthdays) Algernon is a mouse. Why would someone give flowers to a mouse? (if the mouse was a friend or beloved pet)*

Talk About the Short Story

Explain that the story is about Charlie, a mentally disabled man, who takes part in an experiment. Explain that the story is in the form of a diary, or journal.

Beginning **Ask:** *Have you ever written about yourself in a diary or journal? (yes/no)*

Intermediate Ask students to think about what they might write in a diary or journal. Provide a sentence frame: **Model** *In my diary, I would write about the all the interesting things I see and do.*

In my diary, I would write about _____.

Advanced/Advanced High Have students discuss what they might learn about themselves if they reread a diary or journal that they had written in every day for a year. Ask questions, such as: *What in your diary might change over a year? What might remain the same?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Vowel /a/

Literary Element

- Irony

Reading Skill

- Analyze Text Structure

Writing Link

- Character Sketch

Comprehension

- Graphic Organizer BLM



Grammar Link

- Run-on Sentences BLM



Word Study

- Multiple-Meaning Words BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Short Story. To help students get started: **Model** *I want to improve myself by learning how to play an instrument.* Model writing your response on the board, and have volunteers suggest other responses. Then have individuals write their own answers.

Literary Element Irony

Read aloud the Literary Element. Explain that situational irony is when what actually happens in a situation is the opposite of what we expect. Give an example, such as: *A small and skinny person wins a weight-lifting contest.* Then explain that dramatic irony happens when the reader knows something that the characters in a story do not know. Give an example, such as: *In Romeo and Juliet, Romeo drinks poison because he thinks that Juliet is dead. This is dramatic irony because the audience knows that Juliet is not dead.* Have students give other examples of situational and dramatic irony.

Reading Skill Analyze Text Structure

Read aloud the Reading Strategy. Tell students that finding signal words can help them analyze text structure. Explain that signal words show the reader the order of events. On the board, write the signal words *before*, *after*, *then*, *next*, *later*, and *finally*. Read aloud the following, and ask students to raise their hands when they hear the signal words: **Model** *After school, I went to the store. Then I went home. Finally, I ate dinner.* Have partners share a sequence of events, such as what they do every morning before school. Remind them to use signal words.

Flowers for Algernon

Connect to the Short Story

The story you are about to read is about a man who wants to become smarter. Do you think many people want to change or improve? Why? In the space below, write an example of what someone might change about his or her self.

Possible answer: Many students want to be better at sports or more popular. Some want to become great musicians or grow up faster.

Literary Element Irony

Irony is the difference between what is expected and what happens in a story. Irony is an important part of an author's style. Authors use irony to make a story more dramatic or humorous.

Situational irony is when a character expects one thing to happen, but something different happens. For example, a woman sells her hair to have money to buy a gift, and then someone gives her a comb. **Dramatic irony** is when the reader has more information than the characters have. If a man is put in prison for a crime, but the reader knows he is innocent, that is dramatic irony.

Reading Skill Analyze Text Structure

Text structure is the way the author organizes a text. Authors choose the text structure that best fits their purpose. Some text structures are cause and effect, problem and solution listing. "Flowers for Algernon" is written like a journal. The events are told in the order they happened. This type of text structure is called **chronological order**.

- To analyze text structure,
- > look for signal words, such as *first* and *then*.
 - > figure out what the text structure is.
 - > think about why the author selected that text structure.

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

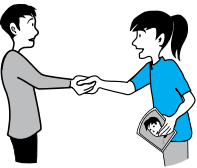
laboratory (lab' rə tor' ē) *n.* a room or building where people do scientific tests
*The doctor sent the blood to the **laboratory** for testing.*
 > Cognate (Spanish) **laboratorio**

subconscious (sub kon' shəs) *n.* a part of the mind that keeps thoughts, feelings, and experiences that a person does not remember
*Things you think you have forgotten may be in your **subconscious**.*
 > Cognate (Spanish) **subconciente**

conscious (kon' shəs) *n.* a part of the mind that keeps the thoughts, feelings, and experiences that a person remembers
*Hong has many historical facts in her **conscious**.*
 > Cognate (Spanish) **conciente**

plateau (pla tō') *n.* a period of time when little happens or things stay the same
*I reached a **plateau** at juggling three balls, and I cannot juggle any more.*

Content Vocabulary

temporary (tem' pə rer' ē) <i>adj.</i> not forever; for a short time <i>The pain from the bug bite was only temporary.</i> > Cognate (Spanish) temporal 	experiment (iks per' ə ment') <i>n.</i> a trial or test to discover something <i>We used water and sunlight to do an experiment in science class.</i> 	permanent (pur' mə nent) <i>adj.</i> lasts or stays forever <i>The red stain on my shirt is permanent, and I cannot wash it out.</i> > Cognate (Spanish) permanente 	intelligence (in tel' ə jans) <i>n.</i> the ability to learn and understand <i>We use our intelligence to solve problems.</i> > Cognate (Spanish) inteligencia 
memory (mem' ə rē) <i>n.</i> the ability to remember <i>I have a good memory for faces but not for names.</i> > Cognate (Spanish) memoria 	discouraged (dis kur' ij) <i>adj.</i> without hope or confidence <i>Julia felt discouraged when she missed the basket.</i> 	confidence (kon' fə dəns) <i>n.</i> trust in yourself or someone else <i>Mrs. Kelly has confidence that she will become mayor.</i> 	ashamed (ə shāmd') <i>adj.</i> feeling embarrassed or guilty <i>I was ashamed because I spilled juice on my new shirt.</i> 

For more practice, see page 283.

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: A **laboratory** is where research scientists conduct experiments. **Example:** The doctor's *laboratory* was filled with test tubes. **Ask:** What happens in a laboratory? **EXPLANATION**

Your **subconscious** is a part of your mind that holds memories and feelings that you are not aware of. *Dreams come from the subconscious.* Describe other information that might be in the subconscious. **DESCRIPTION**

Your **conscious** is the part of your mind that you are aware of. *After the birthday party, the memory of the fun time remained in his conscious.* What is an example of information that stays in your conscious? **EXAMPLE**

A **plateau** is a period of time when nothing changes. *The tennis champion reached a plateau, and he could no longer improve his tennis skills.* When have you reached a plateau? **EXAMPLE**

Content Vocabulary

Something that is **temporary** only lasts a short time. *She found a temporary job for the holidays.* How is *temporary* like *brief*? **SYNONYM**

An **experiment** is a test to try and discover new things. *The doctor hoped the experiment would help to find a cure for cancer.* Where is a scientist likely to do an experiment? **EXPLANATION**

Continue the process with *permanent*, *intelligence*, *memory*, *discouraged*, *confidence*, and *ashamed*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 283.

Phonics

Short Vowel /a/

Tell students they are going to practice pronouncing and identifying words with the short vowel sound /a/ spelled *a*. Explain that the letter *a* can make both a short *a* sound, as in the word *tan*, and a long *a* sound, as in the word *take*.

Have students find the Selection Vocabulary words in which the letter *a* makes the short *a* sound (*laboratory*, *plateau*). Slowly pronounce the words, and have students raise their hands when they hear the short *a* sound. Then have students repeat the words.

Then have students practice recognizing the short *a* sound when writing. Slowly pronounce the following words and ask students to write each word: *hat*, *cat*, *can*, *man*.

Flowers for Algernon

Interactive Question-Response

Background Information

Read aloud the background note. Explain that science fiction stories often show how imaginary science might affect the lives of people. Ask students if they have ever read a science fiction story. Explain that “Flowers for Algernon” is science fiction because the experiment to make people smarter with an operation is not real. Have students think of other examples of science fiction that they know from movies or books.

Background Information

“Flowers for Algernon” is a science fiction story. The main character is part of an experiment. This story is fictional, but the tests in the story are real.

progris riport 1—martch 5 1965

Dr. Strauss says I shud rite down what I think and evrey thing that happins to me from now on. I dont know why but he says its importint so they will see if they will use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my birthday. I have nothing more to rite now so I will close for today.

progris riport 2—martch 6

I had a test today. I think I faled it. and I think that maybe now they wont use me. What happind is a nice young man was in the room and he had some white cards with ink spilled all over them. He sed Charlie what do you see on this card. I was very skared even tho I had my rabbits foot in my pockit because when I was a kid I always faled tests in school and I spilled ink to.

I told him I saw a inkblot. He said yes and it made me feel good. I thot that was all but when I got up to go he stopped me. He said now sit down Charlie we are not thru yet. Then I dont remember so good but he wantid me to say what was in the ink. I dint see nuthing in the ink but he said there was picturs there



inkblot

To Sum Up

- Charlie wants to be smarter.
- Charlie takes an inkblot test.

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Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A30.

other pepul saw some picturs. I coundt see any picturs. I reely tried to see. I held the card close up and then far away. Then I said if I had my glases I could see better I usually only ware my glases in the movies or TV but I said they are in the closit in the hall. I got them. Then I said let me see that card agen I bet Ill find it now.

I tryed hard but I still coundt find the picturs I only saw the ink. I told him maybe I need new glases. He rote something down on a paper and I got skared of faling the test. I told him it was a very nice inkblot with littel points al around the eges. He looked very sad so that wasnt it. I said please let me try agen. Ill get it in a few minits becaus Im not so fast somtimes. Im a slow reeder too in Miss Kinnians class for slow adults but I'm trying very hard.

He gave me a chance with another card that had 2 kinds of ink spilled on it red and blue.

He was very nice and talked slow like Miss Kinnian does and he explaned it to me that it was a raw shok.¹ He said pepul see things in the ink. I said show me where. He said think. I told him I think a inkblot but that wasnt rite eather. He said what does it remind you—pretend something. I cload my eyes for a long time to pretend. I told him I pretned a fowntan pen with ink leeking all over a table cloth. Then he got up and went out.

I dont think I passd the raw shok test.

progris report 3—martch 7

Dr Strauss and Dr Nemur say it dont matter about the inkblots. I told them I dint spill the ink on the cards and I

1. When Charlie says *raw shok* he means the *Rorschach* (rör' shäk) test. This is another name for the inkblot test.



Literary Element

Irony Charlie cannot see any pictures in the inkblot tests even though he tries very hard. He tells the doctor that the pictures look like spilled ink. What is ironic about this?

Charlie is supposed to tell

the doctor what he thinks

the spilled ink looks like. The

inkblot isn't actually a picture

of anything. The irony is that

Charlie takes the test too

seriously and tells the doctor

what actually is on the page:

spilled ink.

To Sum Up

- Charlie cannot see the inkblots.
- He is worried he failed the tests.
- He says he is a slow learner.

Interactive Question-Response

Literary Element Irony

Remind students that events are ironic when what happens is the opposite of what the characters expect. Explain that when the doctor asks what Charlie sees, he expects him to say something, "The inkblot looks like a mouse." Ask students to discuss what Charlie actually says he sees. Have a student read aloud the sentence in which Charlie describes the inkblot. If students have difficulty responding: **Model** *The doctors want Charlie to see a complicated picture in the inkblot, but Charlie will only say that the inkblot looks like an inkblot. Ask: Why is it ironic that Charlie tells the man he sees an inkblot? (It is ironic because he is giving the correct answer, but he feels dumb because the doctors want him to say something else.)*

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined. **Ask:** *What does this show about Charlie's personality? (Charlie is a hard worker who wants to improve himself.)*

Content Vocabulary

Read aloud the word and definition for *temporary*. Point out that Charlie misspells the word *temporary*. Invite a volunteer to write the correct spelling on the board. **Ask:** *What do the doctors tell Charlie will be temporary? (Being smart will be temporary.)*



Comprehension Check

Reread the boxed text. Underline why Charlie is the best student in the adult night school.

temporary (tem' pə rer' ē) *adj.* not forever; for a short time



To Sum Up

- Charlie goes to a special school to learn to read.
- Charlie does the experiment because he wants to be smarter.
- His teacher says the equipment will only make him smarter for a while.

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couldnt see anything in the ink. They said that maybe they will still use me. I said Miss Kinnian never gave me tests like that one only spelling and reading. They said Miss Kinnian told that I was her bestist pupil in the adult nite scool becaus I tryed the hardist and I reely wantid to lern. They said how come you went to the adult nite scool all by yourself Charlie. How did you find it. I said I askd pepul and sumbody told me where I shud go to lern to read and spell good. They said why did you want to. I told them becaus all my life I wantid to be smart and not dumb. But its very hard to be smart. They said you know it will probly be tempirery. I said yes. Miss Kinnian told me. I dont care if it herts.

Later I had more crazy tests today. The nice lady who gave it me told me the name and I asked her how do you spellit so I can rite it in my progris riport. thematic apperception test.² I dont know the frist 2 words but I know what test means. You got to pass it or you get bad marks. This test lookd easy becaus I coud see the picturs. Only this time she dint want me to tell her the picturs. That mixd me up. I said the man yesterday said I shoud tell him what I saw in the ink she said that dont make no difrence. She said make up storys about the pepul in the picturs.

I told her how can you tell storys about pepul you never met. I said why shud I make up lies. I never tell lies any more becaus I always get caut.

She told me this test and the other one the raw-shok was for getting personalty. I laffed so hard. I said how can you get that thing from inkblots and fotos. She got sore and

2. A **Thematic Apperception** (thē mat' ik ap' ar sep' shan') **Test** asks people to look at a picture and make up a story about what they see.

Word Study

BLM

Multiple-Meaning Words

Tell students that if they read a word they know, but it doesn't make sense in the sentence, the word might have multiple meanings. Point out the word *sore* on line 81. Draw a word web on the board to demonstrate how the word has different meanings. Place the word *sore* in the center, and write three different meanings (*painful; angry; a spot on the body that hurts*) in the surrounding bubbles. Continue with the word *pupil* on line 56. Have students practice these multiple-meaning words by completing the activity on page A31.

put her pictures away. I don't care. It was silly. I guess I failed that test too.

Later some men in white coats took me to a different part of the hospital and gave me a game to play. It was like a race with a white mouse. They called the mouse Algernon. Algernon was in a box with a lot of twists and turns like all kinds of walls and they gave me a pencil and a paper with lines and lots of boxes. On one side it said start and on the other end it said finish. They said it was amazed³ and that Algernon and me had the same amazed to do. I didn't see how we could have the same amazed if Algernon had a box and I had a paper but I didn't say anything. Anyway there wasn't time because the race started.

One of the men had a watch he was trying to hide so I wouldn't see it so I tried not to look and that made me nervous.

Anyway that test made me feel worse than all the others because they did it over 10 times with different mazes and Algernon won every time. I didn't know that

3. Charlie says **amazed**, but he means "a maze." A maze is a puzzle with confusing paths.

REFLECT

Analyze Text Structure

In his March 7 progress report, Charlie describes many activities that take place. In your own words, tell the events that take place in a chronological order.

Possible answer: Charlie took another personality test and raced Algernon in a maze test.



Talk about your answer with a partner.

To Sum Up

- ▶ Charlie plays a game with a mouse named Algernon.
- ▶ Algernon is in a maze. Charlie does the same maze on paper.
- ▶ Algernon finishes the maze first every time.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. Remind students to use signal words, such as *first* and *then*, to show the order of events. To help students get started: **Model** *First, the doctors tell Charlie that they might still use him. Write the following sentence frame on the board to help students organize their thoughts.*

First, _____. Next, _____. Then, _____.

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 192 and 193, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 192 and 193, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

English Language Learning Strategies

Remind students that they can use non-verbal cues to share information when they are not able to do so verbally. Encourage children to show and/or draw the events that take place in Charlie's March 7 progress report.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Point out that Charlie misspells the words *experiment* and *permanent*. Invite a volunteer to write the correct spellings on the board. **Ask:** *Why does Charlie want to volunteer for the experiment? (It might make him smart.) After the experiment, will Charlie be smart forever? (The doctors don't know.)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements on pages 190–194. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when _____, when _____, and when _____.

(The most important events are when Charlie is taking tests, when Charlie goes to night school, and when the doctors choose Charlie.)

experiment (iks per' ə ment')
n. a trial or test to discover something



permanent (pur' mə nent) *adj.*
lasts or stays forever



To Sum Up

- The doctors choose Charlie for the experiment.
- Charlie is happy.

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mice were so smart. Maybe thats because Algernon is a white mouse. Maybe white mice are smarter then other mice.

progris riport 4—Mar 8

Their going to use me! Im so exited I can hardly write. Dr Nemur and Dr Strauss had a argument about it first. Dr Nemur was in the office when Dr Strauss brot me in. Dr Nemur was worried about using me but Dr Strauss told him Miss Kinnian rekemmended me the best from all the people who she was teaching. I like Miss Kinnian becaus shes a very smart teacher. And she said Charlie your going to have a second chance. If you volenteer for this experament you mite get smart. They dont know if it will be perminint but theirs a chance. Thats why I said ok even when I was scared because she said it was an operashun. She said dont be scared Charlie you done so much with so little I think you deserv it most of all.

So I got scaird when Dr Nemur and Dr Strauss argud about it. Dr Strauss said I had something that was very good. He said I had a good motor-va⁴tion. I never even knew I had that. I felt proud when he said that not every body with an eye-q⁵ of 68 had that thing. I dont know what it is or where I got it but he said Algernon had it too. Algernons motor-va⁴tion is the cheese they put in his box. But it cant be that because I didnt eat any cheese this week.

Then he told Dr Nemur something I dint understand so while they were talking I wrote down some of the words.

He said Dr Nemur I know Charlie is not what you had

4. Charlie says **motor-va⁴tion**, but he means "motivation." When people have motivation to do something, they want to do it very much.

5. Charlie says **eye-q**, but he means "IQ." An IQ is the score a person gets on an intelligence test. These tests are supposed to measure how well someone can learn.

in mind as the first of your new brede of intelek** (coudnt get the word) superman. But most people of his low ment** are host** and uncoop** they are usualy dull apath** and hard to reach. He has a good natcher hes intristed and eager to please.

Dr Nemur said remember he will be the first human beeng ever to have his intelijence trippled by surgicle meens.

Dr Strauss said exakly. Look at how well hes lerned to read and write for his low mentel age its as grate an acheve** as you and I lerning einstines therey of **vity⁶ without help. That shows the intenss motorvation. Its comparat** a tremen** achev** I say we use Charlie.

I dint get all the words and they were talking to fast but it sounded like Dr Strauss was on my side and like the other one wasnt.

Then Dr Nemur nodded he said all right maybe your right. We will use Charlie. When he said that I got so exited I jumped up and shook his hand for being so good to me. I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard.

progris ript 5—Mar 10

Im skared. Lots of people who work here and the nurses and the people who gave me the tests came to bring me candy and wish me luck. I hope I have luck. I got my rabbits foot and my lucky penny and my horse shoe. Only a black cat crossed me when I was comming to the hospital. Dr Strauss says dont be supersitis Charlie this is sience. Anyway Im keeping my rabbits foot with me.

6. When Charlie says *einstines therey of **vity*, he is talking about Albert Einstein's theory of relativity.

Literary Element

Irony Charlie writes down the words the doctors say, but he does not understand them. What kind of irony is this? Why?

It is dramatic irony. The reader

knows what the doctors are

saying but Charlie does not.

intelligence (in tel' ə jəns) *n.* the ability to learn and understand



To Sum Up

- ▶ The doctors say that the experiment may triple Charlie's intelligence.
- ▶ One doctor wants Charlie to be in the experiemnt. The other doctor does not.

Flowers for Algernon

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Interactive Question-Response

Literary Element Irony

Point out that Charlie only writes parts of the words he doesn't understand. Then slowly read aloud the boxed text, completing the words with asterisks. If students have difficulty responding: **Model** *Charlie writes down the words that he doesn't understand, but I am able to figure out what the doctors' words mean. I think this is an example of dramatic irony because I have information that Charlie does not have.*

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word *intelligence*. Point out that Charlie misspells the word. Invite a volunteer to write the correct spelling on the board. **Ask:** *What words are similar to intelligence? (smart, wise, knowledgeable)*

Academic Vocabulary

Tell students that choosing Charlie as a subject for the intelligence experiment causes a **controversy** for the doctors. Explain that a *controversy* is "a dispute, debate, or disagreement." Ask students if they have ever experienced a controversy. **Model** *A big company caused a controversy in my town when it decided to build a big store next to the park. Many people in the town debated whether or not the store would create too much traffic. Have students give examples of a controversy that they have heard or read about.*

Differentiated Instruction

Clarify the Text Help students understand what is happening as the doctors discuss whether or not Charlie will be in the experiment.

Beginning Read aloud the first bullet in the To Sum Up box. **Ask:** *Do both doctors want to use Charlie in the experiment? (no)*

Intermediate Have partners read aloud the boxed text on page 195. Then have them complete these sentence frames: _____ convinced _____ to use Charlie in the experiment. (*Dr. Strauss convinced Dr. Nemur.*)

Advanced Explain that the doctors are discussing whether or not to use Charlie in the experiment. Encourage students to reread the doctors' conversation. Invite students to state in their own words why Dr. Nemur isn't sure they should use Charlie. Then have students explain why Dr. Strauss thinks that they should.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. Read aloud the sentence that begins on line 161. **Ask:** *How do you think Charlie will show the mouse that he can be as smart as it is? (if he beats the mouse at solving the maze) How else will Charlie know if the operation is successful? (He will be able to read better, know more things, and be like other people.)*

Content Vocabulary

Have a student read aloud the word and definition for *memory*. Point out that Charlie misspells the word. Invite a volunteer to write the correct spelling on the board. **Ask:** *What do you think Charlie means when he says he has a “bad memary for spelling”? (He can’t remember how to spell words.)*



Comprehension Check

What does Charlie hope will happen after the operation? Check one.

- ☒ He will be as smart as other people.
☐ Algernon will win the maze test again.
☐ He will stop going to school.

memory (mem' ə r ē) *n.* the ability to remember



To Sum Up

- ▶ Charlie wants to beat Algernon at the maze after the operation.
- ▶ Charlie has the operation.
- ▶ Charlie does not know how to be smarter.

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160 I asked Dr Strauss if Ill beat⁷ Algernon in the race after the operashun and he said maybe. If the operashun works Ill show that mouse I can be as smart as he is. Maybe smarter. Then Ill be abel to read better and spell the words good and know lots of things and be like other people. I want to be smart like other people. If it works perminint they will make everybody smart all over the world.

They dint give me anything to eat this morning. I dont know what that eating has to do with getting smart. Im very hungry and Dr Nemur took away my box of candy.

170 That Dr Nemur is a grouch. Dr Strauss says I can have it back after the operashun. You cant eat befor a operashun . . .

Progress Report 6—Mar 15

The operashun dint hurt. He did it while I was sleeping. They took off the bandijis from my eyes and my head today so I can make a progress report. Dr Nemur who looked at some of my other ones says I spell progress wrong and he told me how to spell it and report too. I got to try and remember that.

180 I have a very bad memary for spelling. Dr Strauss says its ok to tell about all the things that happin to me but he says I shoud tell more about what I feel and what I think. When I told him I dont know how to think he said try. All the time when the bandijis were on my eyes I tried to think. Nothing happened. I dont know what to think about. Maybe if I ask him he will tell me how I can think now that Im suppose to get smart. What do smart people think about. Fancy things I suppose. I wish I knew some fancy things alredy.

7. If you always **beat** someone at a game or race, it means that you always win.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A30.

Progress Report 7—mar 19

Nothing is happening. I had lots of tests and different kinds of races with Algernon. I hate that mouse. He always beats me. Dr Strauss said I got to play those games. And he said some time I got to take those tests over again. These inkblots are stupid. And those pictures are stupid too. I like to draw a picture of a man and a woman but I won't make up lies about people.

I got a headache from trying to think so much. I thought Dr Strauss was my friend but he doesn't help me. He doesn't tell me what to think or when I'll get smart. Miss Kinnian doesn't come to see me. I think writing these progress reports are stupid too.

Progress Report 8—Mar 23

I'm going back to work at the factory. They said it was better I should go back to work but I can't tell anyone what the operation was for and I have to come to the hospital for

REFLECT**Analyze Text Structure**

Why is Charlie frustrated? Tell the events in time order. Remember to use signal words like *first* and *next* in your answer.

Possible answer: First, Charlie is frustrated with the inkblot and picture tests. Algernon beats Charlie in the maze test before the operation. Then Charlie has the operation. After the operation, Algernon still beats Charlie. Charlie does not want to continue doing the inkblot and picture tests. He is also upset because Miss Kinnian has not come to see him.



Talk about your answer with a partner.

To Sum Up

- Charlie is unhappy with the tests.
- He is angry that Miss Kinnian does not visit him.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. Explain that *frustrated* means “disappointed, or kept from doing something.” To help students get started: **Model** *To answer this, I would think about the things that Charlie is unable to do.* Provide the following sentence frames:

First, Charlie is frustrated because _____. He is also frustrated because _____.

(First, Charlie is frustrated because he cannot see pictures in the inkblot. He is also frustrated because Algernon beats him in the maze test.)

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *discouraged*. Point out that Charlie misspells the word. Write the correct spelling on the board. **Ask:** *Why does Dr. Strauss tell Charlie not to get discouraged? (Dr. Strauss knows that Charlie might not feel like he is getting smarter.)*

To Sum Up

Beginning Have students reread all the To Sum Up statements on pages 195–198. Then have students decide the two most important events that happened on those pages. Provide the following sentence frame for students to complete:

The most important events on these pages are when _____ and when _____.

(The most important events on these pages are when Charlie has the operation and when Charlie starts getting frustrated with the tests.)

discouraged (dis kur' ijd) *adj.*
without hope or confidence



To Sum Up

- Dr. Strauss tells Charlie not to be discouraged.
- Charlie is happy to go back to work at the factory.
- Charlie does not know that people make fun of him.

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an hour evry night after work. They are gonna pay me mony every month for lerning to be smart.

Im glad Im going back to work because I miss my job and all my frends and all the fun we have there.

210 Dr Strauss says I shud keep writing things down but I dont have to do it every day just when I think of something or something speshul happins. He says dont get discoridged because it takes time and it happins slow. He says it took a long time with Algernon before he got 3 times smarter than he was before. Thats why Algernon beats me all the time because he had that operashun too. That makes me feel better. I coud probly do that amazed faster than a reglar mouse. Maybe some day Ill beat Algernon. Boy that would be something. So far Algernon looks like he mite be smart permanent.

Mar 25 (I dont have to write progress report on top any more just when I hand it in once a week for Dr Nemur to read. I just have to put the date on. That saves time)

We had a lot of fun at the factory today. Joe Carp said hey look where Charlie had his operashun what did they do Charlie put some brains in. I was going to tell him but I remembered Dr Strauss said no. Then Frank Reilly said what did you do Charlie forget your key and open your door the hard way. That made me laff. Their really my friends and they like me.

Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I dont know why they say that but they always laff. This morning Amos Borg who is the 4 man at Donnegan's used my name when

Differentiated Instruction

Clarify the Text Help students understand the relationship between Charlie and his coworkers at the factory.

Beginning Read aloud the last bullet in the To Sum Up box. **Ask:** *Does Charlie know that the workers in the factory make fun of him? (No.)* Have students discuss why Charlie doesn't know that the workers make fun of him.

Intermediate Have partners read aloud the second set of boxed text. **Ask:** *What do the coworkers mean when they say someone "pulled a Charlie Gordon"? (They mean that the person did something stupid.)*

Advanced Clarify how Charlie understands the situation. **Ask:** *What does Charlie think when his coworkers laugh? (Charlie thinks that they are all having fun.)*

he shouted at Ernie the office boy. Ernie lost a package. He said Ernie for godsake what are you trying to be a Charlie Gordon. I dont understand why he said that. I never lost any packiges.

Mar 28 Dr Strauss came to my room tonight to see why I dint come in like I was suppose to. I told him I dont like to race with Algernon any more. He said I dont have to for a while but I shud come in. He had a present for me only it wasnt a present but just for lend. I thot it was a little television but it wasnt. He said I got to turn it on when I go to sleep. I said your kidding why shud I turn it on when Im going to sleep. Who ever herd of a thing like that. But he said if I want to get smart I got to do what he says. I told him I dint think I was going to get smart and he put his hand on my sholder and said Charlie you dont know it yet but your getting smarter all the time. You wont notice for a while. I think he was just being nice to make me feel good because I dont look any smarter.

Oh yes I almost forgot. I asked him when I can go back to the class at Miss Kinnians school. He said I wont go their. He said that soon Miss Kinnian will come to the hospitil to start and teach me speshul. I was mad at her for not comming to see me when I got the operashun but I like her so maybe we will be friends again.

Mar 29 That crazy TV kept me up all night. How can I sleep with something yelling crazy things all night in my ears. And the nutty pictures. Wow. I dont know what it says when Im up so how am I going to know when Im sleeping.



Literary Element

Irony When Ernie loses a package at the factory, the other workers say something that Charlie does not understand. Underline what the workers say. Then explain why it is an example of situational irony.

Possible answer: This is

an example of situational

irony because the reader

understands information that

the main character doesn't.

To Sum Up

- The people at the factory say someone "pulled a Charlie Gordon." They mean someone made a mistake.
- Miss Kinnian will come to the hospital to teach Charlie.

Interactive Question-Response

Literary Element Irony

If students have difficulty responding, ask them to reread what the workers say. **Ask:** *How does Charlie think his coworkers feel about him? (Charlie thinks they like him and are his friends.) How do Charlie's coworkers treat him? (They laugh at him and make fun of him. They do not care about him.) What doesn't Charlie know about his coworkers? (He doesn't know that they are really being mean to him.)* Remind students that the author wants the reader to know things about Charlie that Charlie does not know.

Interactive Question-Response

Comprehension Check

Have students identify words in the text that support their answers. (*"He says my brains are learning when I sleep."*) **Ask:** *How do you think the machine works? (It gives information to Charlie when he is sleeping.)*

Selection Vocabulary

Point out the Selection Vocabulary word *laboratory*, and write the correct spelling of the word on the board. Remind students that a laboratory is a place where scientists do research and experiments. **Ask:** *What is the difference between a hospital and laboratory? (A hospital is where people go when they are sick; a laboratory is a place where scientists do experiments.)* Then read aloud the words and definitions of *conscious* and *subconscious*. **Ask:** *Which part of Charlie's mind is the machine teaching? (his subconscious)*



Comprehension Check

Charlie asks Dr. Strauss why he will learn while he sleeps. What answer does Dr. Strauss give? Underline his answer.

To Sum Up

- Dr. Strauss gives Charlie a machine to help him learn while he sleeps.
- The machine gives Charlie strange dreams.

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Dr Strauss says its ok. He says my brains are lerning when I sleep and that will help me when Miss Kinnian starts my lessons in the hospitl (only I found out it isnt a hospitl its a **laboratory**). I think its all crazy. If you can get smart when your sleeping why do people go to school. That thing I dont think will work. I use to watch the late show and the late late show on TV all the time and it never made me smart. *Maybe you have to sleep* while you watch it.

PROGRESS REPORT 9—April 3

Dr Strauss showed me how to keep the TV turned low so now I can sleep. I dont hear a thing. And I still dont understand what it says. A few times I play it over in the morning to find out what I lerned when I was sleeping and I dont think so. Miss Kinnian says Maybe its another langwidge or something. But most times it sounds american. It talks so fast faster then even Miss Gold who was my teacher in 6 grade and I remember she talked so fast I couldnt understand her.

I told Dr Strauss what good is it to get smart in my sleep. I want to be smart when Im awake. He says its the same thing and I have two minds. Theres the **subconscious** and the **conscious** (thats how you spell it). And one dont tell the other one what its doing. They dont even talk to each other. Thats why I dream. And boy have I been having crazy dreams. Wow. Ever since that night TV. The late late late late late show.

I forgot to ask him if it was only me or if everybody had those two minds.

(I just looked up the word in the dictionary Dr Strauss

Vocabulary

laboratory (lab' ra tôr' ê) *n.* a room or building where people do scientific tests
subconscious (sub kon' shas) *n.* a part of the mind that keeps the thoughts, feelings and experiences that a person does not remember
conscious (kon' shas) *n.* a part of the mind that keeps thoughts, feelings, and experiences that a person remembers

gave me. The word is *subconscious*. *adj. Of the nature of mental operations yet not present in consciousness; as, subconscious conflict of desires.*) There's more but I still don't know what it means. This isn't a very good dictionary for dumb people like me.

Anyway the headache is from the party. My friends from the factory Joe Carp and Frank Reilly invited me to go with them to Muggsys Saloon for some drinks. I don't like to drink but they said we will have lots of fun. I had a good time.

Joe Carp said I should show the girls how I mop out the toilet in the factory and he got me a mop. I showed them and everyone laughed when I told that Mr. Donnegan said I was the best janitor he ever had because I like my job and do it good and never come late or miss a day except for my operashun.

I said Miss Kinnian always said Charlie be proud of your job because you do it good.

Everybody laughed and we had a good time and they gave

300



Literary Element

Irony It is ironic when Charlie shows how he mops and everyone laughs at him. What does this tell you about the author's style?

Possible answer: The author

uses irony to create humor.

But the humor is also sad.

This is the author's style.

REFLECT

Analyze Text Structure

How can you tell from the journal entry on April 3 that Charlie is smarter than he was before?

Possible answer: Charlie uses a dictionary when

he doesn't understand Dr. Strauss. In earlier journal

entries, he did not know how to find the meaning of

words. Also, Charlie's spelling is getting better.

PARTNERS

 Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

To Sum Up

- Charlie goes out with people from the factory.
- Joe tells Charlie to show people how he cleans the factory. Everyone laughs.

Interactive Question-Response

Literary Element Irony

Remind students that an author creates dramatic irony when the reader has information that the character does not have. If students have difficulty responding: **Model** *I think that the author uses dramatic irony to create humor. Ask: Does Charlie know everyone is making fun of him? (No.) Is this type of humor also sad? (Yes.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *At the beginning of the story, Charlie said that he is not good at spelling. However, I can tell that his spelling is getting better. Provide this sentence frame to help students:*

I know Charlie is smarter than before because _____. (his spelling improves)

English Language Learning Strategies

To help students request assistance and monitor comprehension as they speak and answer: **Model** *If I do not understand the question or if I do not understand what my partner says, I can ask my partner questions.*

Write the following questions and sentence frames on the board. Then say them aloud and have student repeat after you.

I don't understand. What does _____ mean?
Could you please repeat more slowly?

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *How do you know that he is excited? (He uses an exclamation point.) Why do you think that Charlie is so excited?* Provide students with the following sentence frame:

Charlie is excited because _____.

(Charlie is excited because it means Charlie is getting smarter.)



Comprehension Check

Reread the boxed text for April. Underline what happens that makes Charlie excited.

To Sum Up

- Joe and Frank leave Charlie. A police officer brings Charlie home.
- Charlie beats Algernon in the maze test.

me lots of drinks and Joe said Charlie is a card when hes potted.⁸ I dont know what that means but everybody likes me and we have fun. I cant wait to be smart like my best frends Joe Carp and Frank Reilly.

I dont remember how the party was over but I think I went out to buy a newspaper and coffe for Joe and Frank and when I came back there was no one their. I looked for them all over till late. Then I dont remember so good but I think I got sleepy or sick. A nice cop brot me back home.

320 Thats what my landlady Mrs Flynn says.

But I got a headache and a big lump on my head and black and blue all over. I think maybe I fell but Joe Carp says it was the cop they beat up drunks some times. I don't think so. Miss Kinnian says cops are to help people. Anyway I got a bad headache and Im sick and hurt all over. I dont think Ill drink anymore.

April 6 I beat Algernon! I dint even know I beat him until Burt the tester told me. Then the second time I lost because I got so exited I fell off the chair before I finished.

330 But after that I beat him 8 more times. I must be getting smart to beat a smart mouse like Algernon. But I dont feel smarter.

I wanted to race Algernon some more but Burt said thats enough for one day. They let me hold him for a minit. Hes not so bad. Hes soft like a ball of cotton. He blinks and when he opens his eyes their black and pink on the eges.

I said can I feed him because I felt bad to beat him and I wanted to be nice and make frends. Burt said no Algernon

8. *Charlie is a card when he's potted* is slang. It means that Charlie is funny when he drinks alcohol.

is a very specshul mouse with an operashun like mine, and he was the first of all the animals to stay smart so long. He told me Algernon is so smart that every day he has to solve a test to get his food. Its a thing like a lock on a door that changes every time Algernon goes in to eat so he has to lern something new to get his food. That made me sad because if he coudn't lern he woud be hungry.

I dont think its right to make you pass a test to eat. How woud Dr Nemur like it to have to pass a test every time he wants to eat. I think Ill be frends with Algernon.

April 9 Tonight after work Miss Kinnian was at the laboratory. She looked like she was glad to see me but scared. I told her dont worry Miss Kinnian Im not smart yet and she laffed. She said I have confidence in you Charlie the way you struggled so hard to read and right better than all the others. At werst you will have it for a littel wile and your doing somthing for sience.

We are reading a very hard book. I never read such a hard book before. Its called Robinson Crusoe about a man who gets merooned on a dessert lland. Hes smart and figers out all kinds of things so he can have a house and food and hes a good swimmer. Only I feel sorry because hes all alone and has no frends. But I think their must be somebody else on the iland because theres a picture with his funny umbrella looking at footprints. I hope he gets a frend and not be lonely.

April 10 Miss Kinnian teaches me to spell better. She says look at a word and close your eyes and say it over and



Comprehension Check

Reread the boxed text at the top of the page. Underline why Charlie is sad for Algernon after he beats him.

confidence (kon' fə dəns) *n.* trust in yourself or someone else



To Sum Up

- Charlie is sad that Algernon has to solve tests to get food.
- Miss Kinnian says she is proud of Charlie.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined. **Ask:** *What does this line show about Charlie? (He is very kind and caring, even to a mouse.)*

Content Vocabulary

Have a student read aloud the word and definition for *confidence*. Point out that Charlie correctly spells the word in his diary. **Ask:** *What is another way to say, "I have confidence in you?" (I believe in you. I know you can succeed.)*

Differentiated Instruction

Clarify the Text Help students understand how Charlie feels when he finds out that Algernon has to solve tests to get food.

Beginning Read aloud the first bullet in the To Sum Up box. **Ask:** *How do you think Charlie feels about Algernon now? (sorry for Algernon)*

Intermediate Have partners read aloud the first set of boxed text. Then have them complete these sentence frames: *Charlie and Algernon are alike because _____. (they both have the operation) Algernon has to _____ or he doesn't get his food. (solve a test)*

Advanced/Advanced High Explain that Charlie feels sorry for Algernon because he understands that he and Algernon are alike. **Ask:** *Does Charlie like Dr. Nemur? (No.) How can you tell? (He doesn't think Dr. Nemur should do things to Algernon that he wouldn't do to himself.)*

Interactive Question-Response

Literary Element Irony

If students have difficulty responding: **Ask:** *What did Charlie tell Miss Kinnian about his friends? (They are smart and good.) How do you know that Miss Kinnian cries? (Charlie says she got something in her eye.) Does Charlie know she cries? (No.)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statement boxes on pages 199–204. Then have students discuss how Miss Kinnian feels about Charlie. Provide the following sentence frame for students to complete.

Miss Kinnian _____ Charlie. I know this because she _____, and she _____.

(Miss Kinnian cares about Charlie. I know this because she comes to the hospital to teach him, and she says she is proud of him.)

I'll show them all means "I'll prove to everyone that I can accomplish something big."



Literary Element

Irony Why does Miss Kinnian cry when she reads Charlie's journal?

Possible answer: She is

sad that Charlie doesn't

understand that the men he

thinks are his friends treat

him badly.

To Sum Up

- Miss Kinnian learns that the people at the factory make fun of Charlie.
- She tells Charlie that not everyone is nice.
- She starts to teach him punctuation and how to spell long words.

204

over until you remember. I have lots of trouble with through that you say threw and enough and tough that you don't say anew and tew. You got to say enuff and tuff. That's how I use to write it before I started to get smart. I'm confused but Miss Kinnian says there's no reason in spelling.

April 14 Finished Robinson Crusoe. I want to find out more about what happens to him but Miss Kinnian says that's all there is. Why

April 15 Miss Kinnian says I'm learning fast. She read some of the Progress Reports and she looked at me kind of funny. She says I'm a fine person and **I'll show them all**. I asked her why. She said never mind but I shouldn't feel bad if I find out that everybody isn't nice like I think. She said for a person who God gave so little to you done more than a lot of people with brains they never even used. I said all my friends are smart people but there good. They like me and they never did anything that wasn't nice. Then she got something in her eye and she had to run out to the lady's room.

April 16 Today, I learned, the comma, this is a comma (,) a period, with a tail, Miss Kinnian, says it's important, because, it makes writing, better, she said, somebody, could lose, a lot of money, if a comma, isn't, in the, right place, I don't have, any money, and I don't see, how a comma, keeps you, from losing it,

But she says, everybody, uses commas, so I'll use, them too,

April 17 I used the comma wrong. Its punctuation. Miss Kinnian told me to look up long words in the dictionary to learn to spell them. I said what's the difference

if you can read it anyway. She said its part of your education so now on Ill look up all the words Im not sure how to spell. It takes a long time to write that way but I think Im remembering. I only have to look up once and after that I get it right. Anyway thats how come I got the word punctuation right. (Its that way in the dictionary). Miss Kinnian says a period is punctuation too, and there are lots of other marks to lern. I told her I thot all the periods had to have tails but she said no.

You got to mix them up, she showed? me how. to mix! them(up. and now; I can! mix up all kinds of punctuation, in! my writing? There, are lots! of rules? to lern; but Im gettin g them in my head.

One thing I? like about, Dear Miss Kinnian: (thats the way it goes in a business letter if I ever go into business) is she, always gives me a reason when—I ask. She’s a gen’ius! I wish! I could be smart like, her;

(Punctuation, is; fun!)

REFLECT

Analyze Text Structure

The author uses journal entries to tell the events in chronological order. Why does he choose this text structure?

Possible answer: Since the author has Charlie write the journal entries himself, the reader can see how he changes over time.



Talk about your answer with a partner.



Comprehension Check

Reread the boxed text. How does Charlie know he’s learning? Write the answer below.

He only has to look a word up

once.

To Sum Up

- Charlie gets better at spelling.
- Charlie does not understand punctuation.

Interactive Question-Response

Comprehension Check

Have students share what they wrote. **Ask:** *What does Charlie’s improved spelling show? (He is getting smarter because it is easier for him to remember things.)*

Reflect

Partner Talk Have students work in pairs to answer. If students have difficulty responding, **Ask:** *Which character is writing the journal entries? (Charlie) How does this help us learn about Charlie? (It makes it easier to see how Charlie changes over time.)*

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A30.

Interactive Question-Response

Selection Vocabulary

Have a student read aloud the sentence containing the Selection Vocabulary word **plateau**. **Ask:** *What does Miss Kinnian mean when she tells Charlie that he has “reached a plateau”? (He has reached a period of time when his situation will stay the same.) How does Charlie describe a plateau? (He says it is like the flat top of a hill.)*

Coming along means “improving.”

With a partner, take turns using this expression in a sentence.

To Sum Up

- ▶ Charlie finally learns punctuation.
- ▶ He rereads his progress report and sees his errors.
- ▶ Charlie and Algernon do not race anymore.

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April 18 What a dope I am! I didn’t even understand what she was talking about. I read the grammar book last night and it explains the whole thing. Then I saw it was the same way as Miss Kinnian was trying to tell me, but I didn’t get it. I got up in the middle of the night, and the whole thing straightened out in my mind.

Miss Kinnian said that the TV working in my sleep helped out. She said I reached a **plateau**. That’s like the flat top of a hill.

After I figured out how punctuation worked, I read over all my old Progress Reports from the beginning. Boy, did I have crazy spelling and punctuation! I told Miss Kinnian I ought to go over the pages and fix all the mistakes but she said, “No, Charlie, Dr. Nemur wants them just as they are. That’s why he let you keep them after they were photostated,⁹ to see your own progress. You’re **coming along** fast, Charlie.”

That made me feel good. After the lesson I went down and played with Algernon. We don’t race any more.

April 20 I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time.

I wasn’t going to write about it, but I guess I got to, because it’s important. Today was the first time I ever stayed home from work.

Last night Joe Carp and Frank Reilly invited me to a party. There were lots of girls and some men from the factory. I remembered how sick I got last time I drank too much, so I told Joe I didn’t want anything to drink. He gave

Vocabulary

plateau (pla tō) *n.* a period of time when little happens or things stay the same

9. **Photostated** means photocopied.

me a plain Coke instead. It tasted funny, but I thought it was just a bad taste in my mouth.

We had a lot of fun for a while. Joe said I should dance with Ellen and she would teach me the steps. I fell a few times and I couldn't understand why because no one else was dancing besides Ellen and me. And all the time I was tripping because somebody's foot was always sticking out.

Then when I got up I saw the look on Joe's face and it gave me a funny feeling in my stomach. "He's a scream," one of the girls said. Everybody was laughing.

Frank said, "I ain't laughed so much since we sent him off for the newspaper that night at Muggsy's and ditched him."

"Look at him. His face is red."

"He's blushing. Charlie is blushing."

"Hey, Ellen, what'd you do to Charlie? I never saw him act like that before."

I didn't know what to do or where to turn. Everyone was looking at me and laughing and I felt naked. I wanted to hide myself. I ran out into the street and I threw up. Then I walked home. It's a funny thing I never knew that Joe and Frank and the others liked to have me around all the time to make fun of me.

Now I know what it means when they say "to pull a Charlie Gordon."

I'm ashamed.



Literary Element

Irony At the bar Charlie learns that the men are mean to him. Why is this situational irony?

Charlie expected to have fun
with his friends. Instead, he
learns that the men he works
with like to have him around to
make fun of him.

ashamed (ə shāmd') *adj.* feeling embarrassed or guilty



To Sum Up

- > Charlie goes to a party with Joe and Frank.
- > Charlie learns that Joe and Frank make fun of him.
- > Charlie is ashamed.

Interactive Question-Response

Literary Element Irony

Remind students that an author creates situational irony when a character expects one thing to happen, but something different happens. If students are having difficulty responding:

Ask: *What do people usually expect from their friends? (that they act nice and are loyal) What does Charlie learn about his coworkers? (They are mean and make fun of him.)*

Content Vocabulary

Have a student read aloud the word and definition for *ashamed*. **Ask:** *Why is Charlie ashamed? (He figures out that Joe and Frank have been making fun of him all along.)*

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about Charlie Gordon.
2. What does Charlie want?
3. What does Charlie do with Algernon?
4. What does Miss Kinnian teach Charlie?
5. What does Charlie learn about Joe and Frank?

Vocabulary Check

A. Beginning

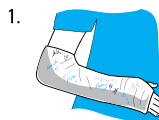
Point to each picture and ask if the picture describes the vocabulary word. Have students answer with *yes* or *no*. If students have difficulty responding, review the definitions of the words on page 189. **Ask:** *Is a broken arm temporary? (yes) Is a broken arm subconscious? (no)* Have students circle the correct answer.

After You Read

Flowers for Algernon

Vocabulary Check

A. Circle the correct vocabulary word.



temporary subconscious



permanent plateau



memory discouraged



confidence ashamed

B. Match the definition in Column B with the word in Column A.

Column A

5. confidence b

6. experiment d

7. ashamed a

8. memory c

Column B

a. feeling embarrassed or guilty

b. trust

c. ability to remember

d. test or trial

C. Fill in the blank with a vocabulary word from below.

conscious laboratory plateau subconscious

9. Charlie reaches a plateau where he won't learn more information for a while.

10. Charlie goes to a laboratory every day after work for tests.

11. Charlie's subconscious learns while he sleeps.

12. Charlie's journals tell stories from his conscious.

Grammar Link

BLM

Run-On Sentences

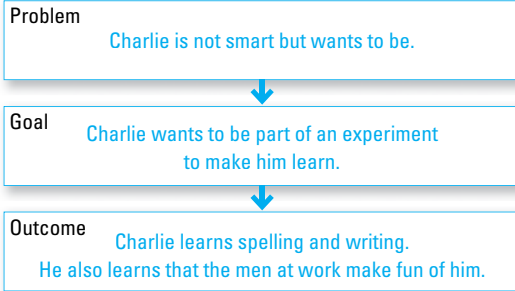
Prepare students to complete the activity master on page A32. Read the grammar instruction with students, and complete the first item with them to help them get started.

After You Read

Flowers for Algernon

Comprehension Check

A. What happens in of “Flowers for Algernon”? Use the diagram to tell the events in order.



B. Think about the story. Then complete the paragraph.

Charlie Gordon wants to participate in an experiment because he wants to be smarter. The doctors choose Charlie to be in the experiment and Charlie keeps a journal of his experiences and feelings. At first, Charlie does not understand many of his experiences and a lot of things people say to him. The reader understands things that Charlie does not. This is called dramatic irony.

C. Think about the story. Then write a short summary using the signal words provided.

The story begins when Charlie says that he wants to be in an experiment. The first thing Charlie has to do is take some tests. After the doctors choose Charlie, he has an operation. He gets upset after the operation because he doesn't think that he is learning. Finally, Charlie learns that when he goes out with his friends, they treat him very badly.

Comprehension Check

A. Beginning

Reproduce the diagram on the board. **Model** *To tell the events in order, I first think about the main problem in the story. Charlie is not smart, but he wants to be smart. Model writing your response in the diagram. Then point to the heading Goal. Ask: How does he solve his problem? (Charlie wants to be part of an experiment.) Point to the heading Outcome. Ask: What happens as a result? (Charlie learns spelling and writing.)* Encourage students to return to the text for details.

Writing Link

Character Sketch

Have students write a character sketch of Charlie. Tell them to imagine describing Charlie to someone who has not read the story. Have students make a list of things they know about Charlie. The list should include his inner qualities, such as his feelings, and details about his life. Have students choose the most important information from their lists to write their character sketches.

Flowers for Algernon

Write a Letter to Charlie

Imagine that you heard about Charlie's story through a friend. You want to write a letter to support Charlie. Tell him why you support him. Give him your advice.

Dear Charlie,

I heard about your story and wanted to write to you.

I think it's a good decision for you to go to school

because you have good goals and want to learn.

Everyone who wants to learn should have a chance .

Remember that good things happened because you

went to school. For example, you met Miss

Kinnian, and she recommended you for the experiment .

I also think you were brave to have the operation, I

know you were scared, but you wanted to reach

your goal of being smart .

My friend told me about the party you went to with

Joe Carp and Frank Reilly. I'm sorry they

made you feel ashamed .

I think they were behaving

in an ignorant and mean way .

In the future, you should

realize that they are not your friends, but

keep trying to reach your goals .

Your new friend,



8.5 Understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support understanding.

from
The Diary of Anne Frank

Frances Goodrich and Albert Hackett

from The Diary of Anne Frank 211

Oral Language

Build Background

Explain that students will read the first two scenes of *The Diary of Anne Frank*. The book was written by Anne Frank and then adapted into a play by Frances Goodrich and Albert Hackett.

Ask: *What does diary mean? (journal)*

Talk About the Drama

Explain to students that the drama is about a young girl who is forced to go into hiding.

Beginning Explain to students that a diary is a blank book in which people write their thoughts and feelings. **Ask:** *Have you ever written in a diary? (yes/no)*

Intermediate Ask students to think about some things that they might write in a diary. Provide the following sentence frame:

I would write about _____ in a diary. (my life)

Advanced Help students generate a list of items that might appear in a diary entry. Ask questions, such as: *What will be on every page? (the date) Why is that important? (so you know what happened on that day)*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Drama

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Silent Consonant /h/

Literary Element

- Act and Scene

Reading Skill

- Analyze Plot

Writing Link

- Speech

Fluency

- Expression and Intonation: Punctuation

Comprehension

- Graphic Organizer BLM

Word Study

- Root Words BLM

Grammar Link

- Statements with *There + Be* BLM

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

from
*The Diary
of
Anne Frank*

Interactive Question-Response

Connect to the Drama

Read aloud Connect to the Drama. **Model** *My family and I needed help when our car wouldn't start. Our kind neighbor helped us jump start our car. If my neighbor ever needed help, I would help her.* Model writing your response on the board, and have volunteers suggest other responses. Then have individuals write their own responses.

Literary Element Act and Scene

Read aloud the Literary Element. Explain that acts and scenes are parts of a play or drama. Write an outline with the word *Drama* as the main topic. Then write Act as one subtopic. Under Act, write *Scene 1* and *Scene 2*. Explain that each of the two scenes they will read take place in different times. Ask students to notice other ways that the setting changes in each scene.

Reading Skill Analyze Plot

Read aloud the Reading Skill. Tell students that if they can understand the parts of the plot, they will better understand what happens in the story. Have students name a book or movie they know well. **Ask:** *At the very beginning of the story, what do you find out about the characters and setting?* Write one student response on the board and label it "exposition." Continue asking about the different parts of plot, using this same story. **Ask:** *Once you know who the characters are and where the story takes place, what action begins to happen?* Write the student response and label it "rising action." **Ask:** *What big event does all of the action lead up to?* Write the student response and label it "climax."

Connect to the Drama

Write about a time when someone helped you with a problem. Include who the person was and what he or she did to help.

Possible answer: One time, there was a blackout in my neighborhood. A neighbor shared candles and food with my family.

Literary Element Act and Scene

A play, or drama, is divided into parts called acts. An **act** is one part of the plot or theme of the play. An act can be divided into smaller parts called **scenes**. Scenes show action in one place or situation. Acts and scenes tell the audience when places change and time passes.

Reading Skill Analyze Plot

The events of a play or story are called the **plot**. A plot has many parts.

- The **exposition** introduces the setting, the characters, and the situation the plot begins with.
- The **rising action** follows the exposition. In the rising action the characters move, speak, and act to develop the story.
- Sometimes characters or forces struggle with each other during the rising action. This struggle is called **conflict**.
- The point of greatest interest or suspense is called the **climax**. It usually happens towards the end of the story or play.

To **analyze plot**, ask yourself these questions:

- Who are the characters? What does each character want?
- What is the conflict between the characters?
- How does the conflict affect the events?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Selection Vocabulary Practice saying the words with a partner.

conspicuous (kən spik' ū əs) *adj.* easy to see
The girl with red hair was **conspicuous** in the group.

➤ Cognate (Spanish) **conspicuo(a)**

loathe (lōth) *v.* to dislike very much; hate
I loathe going to the dentist.

Content Vocabulary

sparsely (spärs' lē) *adv.* with many spaces in between
*The **sparsely** decorated room only had a chair.*



concealed (kən seld') *adj.* hidden
*I could not find the **concealed** door to the attic.*



brisk (brisk) *adj.* quick and full of energy
*Glen loved to take **brisk** walks by the water.*



tension (ten' shən) *n.* a feeling of worry
*The scary movie filled me with **tension** and fear.*
➤ Cognate (Spanish) **tensión**



arrest (ə rest') *v.* to capture someone for breaking a law
*Police officers **arrest** people who hurt others.*



longed (lōngd) *v.* wanted very much
*Jessica **longed** for a new computer.*



creaking (krēk' ing) *adj.* making a grinding or squeaking sound
*The old wooden house had **creaking** doors.*



protectors (prə tek' tarz) *n.* people or objects that keep other people or objects safe
*Earmuffs are **protectors** for your ears when it is cold.*



For more practice, see page 284.

from The Diary of Anne Frank

213

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **conspicuous**, it is easy to see. **Example:** The yellow boots she wore were **conspicuous**. **Ask:** What is another example of something that is conspicuous? **EXAMPLE**

If you **loathe** something, you hate it. **I loathe** eating spinach and broccoli. What is the opposite of **loathe**? **ANTONYM**

Content Vocabulary

When something is arranged **sparsely**, there are many spaces in between. *The plants grew **sparsely** in the garden.* Describe something else that might be distributed sparsely. **DESCRIPTION**

When something is **concealed**, it is hidden. *The treasure was **concealed** under the ground.* What is another example of something that is concealed? **EXAMPLE**

When something is **brisk**, it is quick. *We went for a **brisk** walk in the park.* Explain what it would look like to go for a brisk walk. **EXPLANATION**

To feel **tension** is to feel worried or to think that something is wrong. *The argument caused **tension** between the boy and his friend.* Describe a time you or someone you know felt tension. **DESCRIPTION**

When an **arrest** is made, someone is accused of breaking the law. *The policeman made an **arrest** after he found out who had robbed the house.* Explain what making an arrest might look like. **EXPLANATION**

Continue the process with **longed**, **creaking**, and **protectors**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 284.

Phonics

Silent Consonant h

Tell students they are going to practice pronouncing and identifying words with the silent consonant **h**. Write a word on the board that contains the silent consonant **h**, such as *honest*, *honor*, *hour*, or *herb*. Point to each word as you pronounce it slowly. Explain that the **h** in each word is silent. Have students repeat the words as you point to them. Tell students to look for the word *hour* on pages 214 and 215 as they read the selection.

Have students look for words in the dictionary with the silent **h** at the beginning of the word. Write on the board some of the words that the students find. Ask students to explain their meaning, and pronounce them with students.

Interactive Question-Response

Background Information

Read aloud the note. Have students think about what it would be like to be Jewish when the Nazis ruled Germany. If possible, show Germany, Amsterdam, and the Netherlands on a map. Point out to students that the Netherlands is often referred to as "Holland." Discuss with students the tension that Anne Frank and her family must have felt when they moved to Amsterdam to escape the Nazis.

Content Vocabulary

Read aloud the word and definition. Point out that second paragraph on this page gives a description of the sparsely furnished room.

Ask: What does the author show by using that description? (He shows that the rooms do not have very much furniture.)

Background Information

Anne Frank and her family were Jewish. They first moved to Amsterdam to escape the Nazis. The Nazis were a group of people who controlled Germany in the 1930s and 1940s.

sparsely (spärs' lē) *adv.* with many spaces in between



To Sum Up

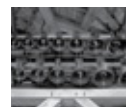
- ▶ The play is set in Amsterdam, Holland.
- ▶ The play takes place in a small, hidden attic.

214

from The Diary of Anne Frank

ACT ONE — SCENE 1 CHARACTERS

Mr. Frank	Peter Van Daan	Anne Frank
Miep	Mrs. Frank	Mr. Kraler
Mrs. Van Daan	Margot Frank	Mr. Dussel
Mr. Van Daan		



carillon

[The scene remains the same throughout the play. It is the top floor of a warehouse and office building in Amsterdam, Holland. The sharply peaked roof of the building is outlined against a sea of other rooftops, stretching away into the distance. Nearby is the belfry¹ of a church tower, the Westertoren, whose carillon² rings out the hours. Occasionally faint sounds float up from below: the voices of children playing in the street, the tramp of marching feet, a boat whistle from the canal.

The three rooms of the top floor and a small attic space above are exposed to our view. The largest of the rooms is in the center, with two small rooms, slightly raised, on either side. On the right is a bathroom, out of sight. A narrow steep flight of stairs at the back leads up to the attic. The rooms are sparsely furnished with a few chairs, cots, a table or two. The windows are painted over, or covered with makeshift blackout curtains.³ In the main room there is a sink, a gas ring for cooking and a wood-burning stove for warmth.

The room on the left is hardly more than a closet. There is a skylight in the sloping ceiling. Directly under this room is a small steep stairwell, with steps leading down to a door. This is

1. A **belfry** is the bell tower of a church.

2. A **carillon** (kar' ə lon) is a set of bells sounded by machinery.

3. **Blackout curtains** covered windows so that enemy pilots could not see lights in towns to know where to drop bombs.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A33.

the only entrance from the building below. When the door is opened we see that it has been concealed on the outer side by a bookcase attached to it.

The curtain rises on an empty stage. It is late afternoon, November, 1945.

The rooms are dusty, the curtains in rags. Chairs and tables are overturned.

The door at the foot of the small stairwell swings open. MR. FRANK comes up the steps into view. He is a gentle, cultured European in his **middle years**. There is still a trace of a German accent in his speech. He stands looking slowly around, making a supreme effort at self-control. He is weak, ill. His clothes are threadbare.⁴

After a second he drops his rucksack on the couch and moves slowly about. He opens the door to one of the smaller rooms, and then abruptly closes it again, turning away. He goes to the window at the back, looking off at the Westertoren as its carillon strikes the hour of six, then he moves restlessly on.

From the street below we hear the sound of a barrel organ and children's voices at play. There is a many-colored scarf hanging from a nail. MR. FRANK takes it, putting it around his neck. As he starts back for his rucksack, **his eye is caught by something** lying on the floor. It is a woman's white glove. He holds it in his hand and suddenly all of his self-control is gone. He breaks down, crying.

We hear footsteps on the stairs. MIEP GIES⁵ comes up, looking for MR. FRANK. MIEP is a Dutch girl of about twenty-two. She wears a coat and hat, ready to go home. She is pregnant. Her attitude toward MR. FRANK is protective, compassionate.]

concealed (kən seld') *adj.* hidden



If someone is in **middle years**, that person is between 40 and 60 years old.



Literary Element

Act and Scene The curtains are worn and the rooms are dusty. What does this tell you about the location of this scene? Check the correct answer.

- ☐ Mr. Frank and Miep Gies are there to clean the rooms.
- ☐ A family lives in these rooms.
- ☒ No one has been in the rooms for a long time.

His eye is caught by something means "he sees something."

To Sum Up

- The play begins in November, 1945.
- Mr. Frank goes up to the attic.
- Mr. Frank cries.
- Miep Gies goes up to see him.

from The Diary of Anne Frank

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *concealed*. **Ask:** What is *concealed*? (The door is *concealed* or *hidden* by a bookcase that is attached to it.)

Draw a door on the board with a bookcase concealing it. Point to the drawing and ask students to use the word *concealed* as they describe it.

Literary Element Act and Scene

If students have difficulty responding, have them explain the scene described on this page. **Ask:** Does anything in this scene suggest that Mr. Frank is going to clean the rooms? (yes/no) What does the text say about the rooms? (They are dusty, the curtains are in rags, and the chairs and tables are overturned.) Do you think the rooms would look like this if someone lived in them right now? (yes/no) Use process of elimination until students choose the correct answer. Remind them that Scene 1 is part of Act 1. This scene is a small section of an act.

4. **Threadbare** clothes are old and worn.

5. **Miep Gies** (mēp gēs)

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements from the beginning of the story on page 296–298. Then have students work together to complete the sentence frames.

This play takes place in the month of _____ and the year _____. (November; 1945.)

This play takes place in the city of _____. (Amsterdam)

In this scene Mr. Frank cries as he plans to _____. (leave Amsterdam)

Breaking off means “suddenly being quiet.”

To Sum Up

- Mr. Frank has returned to the attic one last time.
- Mr Frank plans to leave Amsterdam.
- Miep Gies does not want him to leave his business.
- It is too painful for Mr. Frank to stay.

MIEP. Are you all right, Mr. Frank?

MR. FRANK. [*Quickly controlling himself.*] Yes, Miep, yes.

MIEP. Everyone in the office has gone home . . . It's after six. [*Then pleading.*] Don't stay up here, Mr. Frank. What's the use of torturing yourself like this?

MR. FRANK. I've come to say good-bye . . . I'm leaving here, Miep.

MIEP. What do you mean? Where are you going? Where?

MR. FRANK. I don't know yet. I haven't decided.

MIEP. Mr. Frank, you can't leave here! This is your home! Amsterdam is your home. Your business is here, waiting for you . . . You're needed here . . . Now that the war is over, there are things that . . .

MR. FRANK. I can't stay in Amsterdam, Miep. It has too many memories for me. Everywhere there's something . . . the house we lived in . . . the school . . . that street organ playing out there . . . I'm not the person you used to know, Miep. I'm a bitter old man. [**Breaking off.**] Forgive me. I shouldn't speak to you like this . . . after all that you did for us . . . the suffering . . .

MIEP. No. No. It wasn't suffering. You can't say we suffered.

[*As she speaks, she straightens a chair which is overturned.*]

MR. FRANK. I know what you went through, you and Mr.

Kraler.⁶ I'll remember it as long as I live. [*He gives one last look around.*] Come, Miep.

[*He starts for the steps, then remembers his rucksack, going back to get it.*]

6. **Kraler** (krä' lar)

MIEP. *[Hurrying up to a cupboard.]* Mr. Frank, did you see? There are some of your papers here. *[She brings a bundle of papers to him.]* We found them in a heap of rubbish on the floor after . . . after you left.

MR. FRANK. Burn them.

[He opens his rucksack to put the glove in it.]

MIEP. But, Mr. Frank, there are letters, notes . . .

MR. FRANK. Burn them. All of them.

MIEP. Burn this?

[She hands him a paperbound notebook.]

MR. FRANK. *[Quietly.]* Anne's diary. *[He opens the diary and begins to read.]* "Monday, the sixth of July, nineteen forty-two." *[To MIEP.]* Nineteen forty-two. Is it possible, Miep? . . . Only three years ago. *[As he continues his reading, he sits down on the couch.]* "Dear Diary, since you and I are going to be great friends, I will start by telling you about myself. My name is Anne Frank. I am thirteen years old. I was born in Germany the twelfth of June, nineteen twenty-nine."

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REFLECT

Analyze Plot

What have you learned about the attic in the first scene? Write a few details about the attic that you think will be important later on in the play.

Possible answer: There are blackout curtains on the windows that could be used to hide someone inside.

The attic has an oven and furniture, so someone could live up there if he or she needed to. Also, there is a concealed entrance.



Talk about your answer with a partner.



Comprehension Check

Underline the words that tell you when the diary was written.

To Sum Up

- Miep Gies gives Mr. Frank some old papers.
- Mr. Frank finds the diary of Anne, his daughter, in the papers.
- Mr. Frank starts to read the diary.

from The Diary of Anne Frank

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Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *How do you think Mr. Frank feels reading Anne's diary? (He is surprised to find it. He seems sad.) Why do you think Anne Frank started writing a diary? (She thinks of the diary as a friend and someone to talk to.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would look back at what the stage directions said about the attic. They said that the rooms were dusty and the furniture was overturned. Then I would think about what Mr. Frank did when he came into the attic. He put on a scarf and picked up a white glove. Ask: What did he do after he picked up the glove? (He started to cry.)* Provide the following sentence frames for students to complete.

Because the room is dusty and messy, I know that _____. (no one has lived here for a long time)

Because Mr. Frank starts to cry, I know that _____. (he has sad feelings about the attic)

Have students look for other details about the attic. Encourage them to analyze these details for information about the plot.

Interactive Question-Response

Literary Element Act and Scene

Help students discuss how they know that the scene is changing. Remind students that changing scenes may show a change in the setting of the play. **Model** *Even though Mr. Frank started reading the diary, you begin to hear Anne's voice reading instead. I think this means that the play is going to show us the events that Anne wrote about.* **Ask:** *Why do you think Anne's voice tells the story after the scene changes? (because her diary tells the story in her own words)*

Came to power means "became the leader of the government."



Literary Element

Act and Scene The scene begins to change as Anne's voice reads aloud her diary. Why does the scene change when Anne's voice begins to read?

Possible answer: The scene changes because Anne's diary will tell the story of the Frank family.

To Sum Up

- Mr. Frank continues to read Anne's diary. The scene starts to change.
- Anne's voice tells about her life in Holland.
- She tells about how the Nazis came to Holland. The Frank family had to hide.

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As my family is Jewish, we emigrated to Holland when Hitler **came to power**.⁷

[As MR. FRANK reads on, another voice joins his, as if coming from the air. It is ANNE'S VOICE.]

MR. FRANK AND ANNE. "My father started a business, importing spice and herbs. Things went well for us until nineteen forty. Then the war came, and the Dutch capitulation, followed by the arrival of the Germans.⁸ Then things got very bad for the Jews."

110

[MR. FRANK'S VOICE dies out. ANNE'S VOICE continues alone. The lights dim slowly to darkness. The curtain falls on the scene.]

ANNE'S VOICE. You could not do this and you could not do that. They forced Father out of his business. We had to wear yellow stars.⁹ I had to turn in my bike. I couldn't go to a Dutch school any more. I couldn't go to the movies, or ride in an automobile, or even on a streetcar, and a million other things. But somehow we children still managed to have fun.

120

Yesterday Father told me we were going into hiding. Where, he wouldn't say. At five o'clock this morning Mother woke me and told me to hurry and get dressed. I was to put on as many clothes as I could. It would look too suspicious if we walked along carrying suitcases. It wasn't until we were on our way that I learned where we were going. Our hiding place was to be upstairs in the building where Father used to have his business. Three other people were coming in with us . . . the Van Daans and their son Peter . . . Father knew the Van Daans but we had never met them. . . .

130 [During the last lines the curtain rises on the scene. The lights dim on. ANNE'S voice fades out.]

7. **Adolf Hitler** was the leader of the Nazis. He became the leader of Germany in 1933.

8. Germany attacked the Netherlands on May 10, 1940. The **Germans** won quickly and took over all of the Netherlands.

9. The six-pointed **Star of David** is a religious symbol of the Jewish people. The Nazis made Jews wear yellow Stars of David. They wanted to be able to easily see who was Jewish.

Differentiated Instruction

Clarify the Text Help students understand the significance of the change in scene.

Beginning Have students reread all of the statements in the To Sum Up box.

Ask: *Does the scene change on this page? (yes/no) Who is telling the story after the scene changes, Anne or Mr. Frank? (Anne)*

Intermediate Help students understand that the events in the diary took place in the past. Provide the following sentence frames: *As the scene changes, the voice that is reading changes from _____ to _____, (Mr. Frank; Anne Frank) The time changes from _____ to _____. (present; past)*

Advanced/Advanced High Explain that the first scene takes place after the war. As the scene changes to the past, the war is still going on. In small groups, have students discuss what it would be like to be Jewish at that time.

ACT ONE — SCENE 2

[It is early morning, July, 1942. The rooms are bare, as before, but they are now clean and orderly.]

MR. VAN DAAN, a tall, portly man in his late forties, is in the main room, **pacing up and down**, nervously smoking a cigarette. His clothes and overcoat are expensive and well cut.

MRS. VAN DAAN sits on the couch, clutching her possessions, a hatbox, bags, etc. She is a pretty woman in her early forties. She wears a fur coat over her other clothes.

PETER VAN DAAN is standing at the window of the room on the right, looking down at the street below. He is a shy, awkward boy of sixteen. He wears a cap, a raincoat, and long Dutch trousers, like "plus fours."¹⁰ At his feet is a black case, a carrier for his cat. The yellow Star of David is **conspicuous** on all of their clothes.]

MRS. VAN DAAN. [Rising, nervous, excited.] Something's happened to them! I know it!

MR. VAN DAAN. Now, Kerli!

MRS. VAN DAAN. Mr. Frank said they'd be here at seven o'clock. He said . . .

MR. VAN DAAN. They have two miles to walk. You can't expect . . .

MRS. VAN DAAN. They've been picked up. That's what's happened. They've been taken . . .

[MR. VAN DAAN indicates that he hears someone coming.]

MR. VAN DAAN. You see?

[PETER takes up his carrier and his schoolbag, etc.,

Pacing up and down means "walking back and forth in the same area."



Literary Element

Act and Scene How have the time and place changed in the play at the start of Scene 2? Underline the words that tell you where and when Scene 2 takes place.

To Sum Up

- Scene 2 begins. Scene 2 takes place three years before Scene 1.
- The Van Daan family arrives at the attic. They are wearing many layers of clothing.
- Mrs. Van Daan is worried about Mr. Frank's family.

Vocabulary

conspicuous (kan spik' ū əs) *adj.* easy to see

10. **Dutch trousers** and **plus fours** are short pants that end above the ankle.

Interactive Question-Response

Literary Element Act and Scene

Ask students to share what they underlined. **Ask:** What is different about the attic now? (The attic is clean and orderly.)

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition. **Ask:** *What are brisk movements? (They are actions that are quick and energized.) Who is making these movements? (Mr. Frank) What do you think it means? (Mr. Frank is three years younger, more energetic, and happier.)* Have students think about how body language can reveal how a person feels. Gesture by slumping over and ask students if they can guess how you feel. Have students act out different emotions.

Comprehension Check

Have students share their answers. **Ask:** *How do you know Mr. Kraler is a friend? (He is accepted by the group. The text says he is dependable and kindly.) Who else is on stage with them? (Mr. and Mrs. Frank, Mr. and Mrs. Van Daan, Peter, Margot, and Anne)*

brisk (brisk) *adj.* quick and with energy



Comprehension Check

Reread the boxed text. What do you know about Mr. Kraler? Check the correct answer.

- ☐ He is hiding with the Frank and Van Daan family.
- ☐ He is Jewish but does not have to wear the yellow star.
- ☒ He is Dutch and is helping the Frank and Van Daan families to hide.

To Sum Up

- The Frank family arrives at the attic.
- Mr. Frank says there are many Nazis on the street. That is why they are late.
- Mr. Frank introduces his family.

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and goes into the main room as MR. FRANK comes up the stairwell from below. MR. FRANK looks much younger now. His movements are brisk, his manner confident. He wears an overcoat and carries his hat and a small cardboard box. He crosses to the VAN DAANS, shaking hands with each of them.]

MR. FRANK. Mrs. Van Daan, Mr. Van Daan, Peter. [Then, in explanation of their lateness.] There were too many of the Green Police¹¹ on the streets . . . we had to take the long way around.

[Up the steps come MARGOT FRANK, MRS. FRANK, MIEP (not pregnant now), and MR. KRALER. All of them carry bags, packages, and so forth. The Star of David is conspicuous on all of the FRANKS' clothing. MARGOT is eighteen, beautiful, quiet, shy. MRS. FRANK is a young mother, gently bred, reserved. She, like MR. FRANK, has a slight German accent. MR. KRALER is a Dutchman, dependable, kindly. As MR. KRALER and MIEP go upstage¹² to put down their parcels, MRS. FRANK turns back to call ANNE.]

MRS. FRANK. Anne?

[ANNE comes running up the stairs. She is thirteen, quick in her movements, interested in everything, mercurial¹³ in her emotions. She wears a cape, long wool socks and carries a schoolbag.]

MR. FRANK. [Introducing them.] My wife, Edith. Mr. and Mrs. Van Daan [MRS. FRANK hurries over, shaking hands with them.] . . . their son, Peter . . . my daughters, Margot and Anne.

[ANNE gives a polite little curtsy as she shakes MR. VAN DAAN'S HAND. Then she immediately starts off on a tour of

11. The **Green Police** were Nazi officers that patrolled the streets. They wore green uniforms.

12. **Upstage** means toward the back of the stage, away from the audience.

13. Anne is **mercurial** (mar kyoor' e al) because her feelings change quickly. The word mercurial comes from the word mercury. Mercury is a metal that changes shape easily.

investigation of her new home, going upstairs to the attic room. MIEP and MR. KRALER are putting the various things they have brought on the shelves.]

MR. KRALER. I'm sorry there is still so much confusion.

MR. FRANK. Please. Don't think of it. After all, we'll have plenty of leisure to arrange everything ourselves.

MIEP. [To MRS. FRANK.] We put the stores of food you sent in here. Your drugs are here . . . soap, linen here.

MRS. FRANK. Thank you, Miep.

MIEP. I made up the beds . . . the way Mr. Frank and Mr. Kraler said. [She starts out.] Forgive me. I have to hurry. I've got to go to the other side of town to get some ration books¹⁴ for you.

MRS. VAN DAAN. Ration books? If they see our names on ration books, they'll know we're here.

MR. KRALER. There isn't anything . . .

200

14. A **ration book** was a book of stamps. People were able to trade the stamps for food and supplies. Ration books were used during wars because supplies of goods were low.

REFLECT

Analyze Plot

How have the Nazis changed life for the Frank and Van Daan families? From what you know about the characters, compare their lives before and after the Nazis came.

Possible answer: Before the Nazis came to

Amsterdam, both the Frank and Van Daan families

were rich. They were able to participate in Dutch life.

Afterwards, they lived in fear and had to hide just

because they were Jews.



Talk about your answer with a partner.

To Sum Up

- Miep Gies and Mr. Kraler have prepared the attic with supplies for the families.

from The Diary of Anne Frank

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Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. **Ask:** *What do the Franks have with them? (lots of packages) Do you think that they were poor before they came to live in the attic? (yes/no) How do you know? (They probably weren't poor because they have a lot of things with them.) How do you think they feel about having to move into an attic? (They probably do not like it very much.)*

Silent Reading

Advanced/Advanced High After you have reviewed with students the text on pages 220 and 221, give them a few minutes to read these pages silently. Then, to assess comprehension, have students write a brief summary of the reading.

Intermediate After you have reviewed with students the text on pages 220 and 221, give them a few minutes to read silently the boxed text on these pages. Then, to assess comprehension, have students give a brief oral summary of the reading.

Interactive Question-Response

Comprehension Check

Have students share what they underlined in the text. **Ask:** *Why are the ration books illegal? (because the Franks are not putting their names on them) What does Mr. Kraler say to reassure Mrs. Frank? (He says that what they are doing isn't the black market.) What does he mean? (He means that they are doing something illegal, but it is for a good reason.)*



Comprehension Check

Reread the boxed text. Underline the text that tells what illegal thing the Frank family is doing.

Hiding out means "hiding and waiting."

To Sum Up

- Mr. Kraler tells Mrs. Frank that the ration books are good.
- The Westertoren bell rings. That means the workmen are coming.
- Mr. Kraler promises to check on the families every day.

MIEP. Don't worry. Your names won't be on them. [*As she hurries out.*] I'll be up later.

MR. FRANK. Thank you, Miep.

210 **MRS. FRANK.** [*To MR. KRALER.*] It's illegal, then, the ration books? We've never done anything illegal.

MR. FRANK. We won't be living here exactly according to regulations.

[*As MR. KRALER reassures MRS. FRANK, HE takes various small things, such as matches, soap, etc., from his pockets, handing them to her.*]

MR. KRALER. This isn't the black market, Mrs. Frank. This is what we call the white market¹⁵ . . . helping all of the hundreds and hundreds who are **hiding out** in Amsterdam.

220 [*The carillon is heard playing the quarter-hour before eight. MR. KRALER looks at his watch. ANNE stops at the window as she comes down the stairs.*]

ANNE. It's the Westertoren!

MR. KRALER. I must go. I must be out of here and downstairs in the office before the workmen get here. [*He starts for the stairs leading out.*] Miep or I, or both of us, will be up each day to bring you food and news and find out what your needs are. Tomorrow I'll get you a better bolt for the door at the foot of the stairs. It needs a bolt that you can throw yourself and open only at our signal. [*To MR. FRANK.*] Oh . . . You'll tell them about the noise?

MR. FRANK. I'll tell them.

MR. KRALER. Good-bye then for the moment. I'll come up again, after the workmen leave.

MR. FRANK. Good-bye, Mr. Kraler.

15. The **white market** was a collection of items and goods people donated to help the Jews survive while hiding from the Nazis.

Differentiated Instruction

Clarify the Text Help students understand what a ration book is.

Beginning Have students reread the first bullet in the To Sum Up box. Explain that a ration book is a book containing stamps that are used to trade for food and supplies. **Ask:** *Could you use the stamps in a ration book to buy food? (yes/no) Could you use them to buy soap and toothpaste? (yes/no)*

Intermediate Have students explain in their own words what a ration book is. Provide the following sentence frame: *A ration book is a book of _____. (stamps) The stamps are used to _____. (trade for food and supplies)*

Advanced Have students think about what a ration book might look like. **Ask:** *Do you think a ration book looks like a regular book that you would read? (yes/no) How would a ration book be different?* Have students discuss in pairs what the stamps in a ration book might look like.

MRS. FRANK. [*Shaking his hand.*] How can we thank you?
[*The others murmur their good-byes.*]

MR. KRALER. I never thought I'd live to see the day when a man like Mr. Frank would have to go into hiding. When you think

[*He breaks off, going out. MR. FRANK follows him down the steps, bolting the door after him. In the interval before he returns, PETER goes over to MARGOT, shaking hands with her. As MR. FRANK comes back up the steps, MRS. FRANK questions him anxiously.*]

MRS. FRANK. What did he mean, about the noise?

MR. FRANK. First let us take off some of these clothes.

[*They all start to take off garment after garment. On each of their coats, sweaters, blouses, suits, dresses, is another yellow Star of David. MR. and MRS. FRANK are underdressed quite simply. The others wear several things, sweaters, extra dresses, bathrobes, aprons, nightgowns, etc.*]

MR. VAN DAAN. **It's a wonder** we weren't arrested, walking along the streets . . . Petronella with a fur coat in July . . . and that cat of Peter's crying all the way.

ANNE. [*As she is removing a pair of panties.*] A cat?

MRS. FRANK. [*Shocked.*] Anne, please!

ANNE. It's all right. I've got on three more.

[*She pulls off two more. Finally, as they have all removed their surplus clothes, they look to MR. FRANK, waiting for him to speak.*]

MR. FRANK. Now. About the noise. While the men are in the building below, we must have complete quiet. Every

It's a wonder means "I am very surprised."

To Sum Up

- Mr. Kraler leaves to meet the workmen in the office.
- Mr. Frank and his family take off the many layers of clothing they are wearing.
- Mr. Frank tells his family that they will not be able to make noise.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements from pages 217–223. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when _____, when _____, and when _____.

(The most important events are when Mr. Frank finds the diary of his daughter, Anne; when the Van Daan family arrives at the attic; and when the Mr. Frank tells the family that they will not be able to make any noise.)

Interactive Question-Response

Literary Element Act and Scene

Help students to understand how difficult it must have been for seven people to live in the attic under these conditions. **Ask:** *Why was it so important to be quiet? (If even one person makes noise, they might be discovered.) What could happen to them? (The Nazis would arrest them.)*

Content Vocabulary

Read aloud the word and definition. **Ask:** *Why do the Franks feel tension? (They hear soldiers marching outside.) Why does this upset them? (They are afraid that the soldiers have come for them.) Imagine you are there with them. What would they look like during this scene? (They would look very worried.)*



Literary Element

Act and Scene Underline the words that show how the outside world affects the scene in the attic.

tension (ten' shən) *n.* a feeling of worry or discomfort



To Sum Up

- Mr. Frank tells everyone in the attic to be quiet. Most of the day, there are men downstairs.
- Marching footsteps outside scare everyone in the attic. The footsteps pass.
- Mr. Frank tells everyone to go to their rooms.

sound can be heard down there, not only in the workrooms, but in the offices too. The men come at about eight-thirty, and leave at about five-thirty. So, to be perfectly safe, from eight in the morning until six in the evening we must move only when it is necessary, and then in stockinged feet. We

270 must not speak above a whisper. We must not run any water. We cannot use the sink, or even, forgive me, the w.c.¹⁶

The pipes go down through the workrooms. It would be heard. No trash . . . [MR. FRANK stops abruptly as he hears the sound of marching feet from the street below. Everyone is motionless, paralyzed with fear. MR. FRANK goes quietly

into the room on the right to look down out of the window. ANNE runs after him, peering out with him. The tramping

280 feet pass without stopping. The tension is relieved. MR. FRANK, followed by ANNE, returns to the main room and resumes his instructions to the group.] . . . No trash must

ever be thrown out which might reveal that someone is living up here . . . not even a potato paring. We must burn everything in the stove at night. This is the way we must live until it is over, if we are to survive.

[There is silence for a second.]

MRS. FRANK. Until it is over.

MR. FRANK. [Reassuringly.] After six we can move about . . . we can talk and laugh and have our supper and read and play games . . . just as we would at home. [He looks at his

290 watch.] And now I think it would be wise if we all went to our rooms, and were settled before eight o'clock. Mrs. Van Daan, you and your husband will be upstairs. I regret that there's no place up there for Peter. But he will be

¹⁶ The w.c. is the water closet. Water closet is another name for a restroom.

here, near us. This will be our common room, where we'll meet to talk and eat and read, like one family.

MR. VAN DAAN. And where do you and Mrs. Frank sleep?

MR. FRANK. This room is also our bedroom.

MRS. VAN DAAN. That isn't right. We'll sleep here and you take the room upstairs.

MR. VAN DAAN. It's your place.

MR. FRANK. Please. I've thought this out for weeks. It's the best arrangement. The only arrangement.

MRS. VAN DAAN. [To MR. FRANK.] Never, never can we thank you. [Then to MRS. FRANK.] I don't know what would have happened to us, if it hadn't been for Mr. Frank.

MR. FRANK. You don't know how your husband helped me when I came to this country . . . knowing no one . . . not able to speak the language. I can never repay him for that.

[Going to VAN DAAN.] May I help you with your things?

300

REFLECT

Analyze Plot

How did Mr. Frank and Mr. Van Daan get along before the play began? How has their relationship affected the plot of the play? Explain.

The Van Daans helped Mr. Frank when he came to
Holland. Now he is helping them by allowing them to
hide with his family. Their relationship is the reason
why they are hiding out together in the attic. The two
friends continue to help each other.



Talk about your answer with a partner.

To Sum Up

- Mr. Frank's bedroom is the common room.
- The Van Daans have their own bedroom upstairs.
- Mr. Frank tells Mrs. Van Daan that her husband helped him long ago.

from The Diary of Anne Frank

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Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *I'm going to look at the last box of text on the page. Mr. Frank says, "You don't know how your husband helped me when I came to this country." It sounds like Mr. Van Daan helped Mr. Frank before.* **Ask:** *Why is it important to know that Mr. Van Daan helped Mr. Frank before? (That is one of the reasons he helps the Van Daans.)*

Academic Vocabulary

Explain to students that **confer** can mean "to discuss or plan together." Write the following sentence on the board: *Mr. Frank did not confer with the Van Daans before deciding where they will sleep.* Explain that this means Mr. Frank did not discuss his decision with the Van Daans. Explain that **confer** also has other meanings. For **Example:** *The university will confer its highest degree or honor on the senior officer.* **Ask:** *What do you think confer means in that sentence? (to give in a formal way) What is the difference between the two meanings? (The first is about talking something over. The second is about giving something to someone.)*

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A33.

Interactive Question-Response

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements. Then have students discuss the question and complete the sentence frame.

Ask: *Everyone has left the main room except Anne and Peter. What do you think they will do next?*

I think Anne and Peter _____. (will talk and get to know each other)

Straighten things means “make things neat and clean.”

For the time being means “for right now.”

With a partner, take turns using these expressions in a sentence.

To Sum Up

- Peter stays in the common room. His parents go upstairs.
- Anne’s mother and sister go to sleep.

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310 **MR. VAN DAAN.** No. No. [To *MRS. VAN DAAN.*] Come along, *lieffe*.¹⁷

MRS. VAN DAAN. You’ll be all right, Peter? You’re not afraid?

PETER. [Embarrassed.] Please, Mother.

[*They start up the stairs to the attic room above. MR. FRANK turns to MRS. FRANK.*]

MR. FRANK. You too must have some rest, Edith. You didn’t close your eyes last night. Nor you, Margot.

ANNE. I slept, Father. Wasn’t that funny? I knew it was the last night in my own bed, and yet I slept soundly.

320 **MR. FRANK.** I’m glad, Anne. Now you’ll be able to help me **straighten things** in here. [To *MRS. FRANK and MARGOT.*] Come with me . . . You and Margot rest in this room **for the time being**.

[*He picks up their clothes, starting for the room on the right.*]

MRS. FRANK. You’re sure . . . ? I could help . . . And Anne hasn’t had her milk . . .

MR. FRANK. I’ll give it to her. [To *ANNE and PETER.*] Anne, Peter . . . it’s best that you take off your shoes now, before you

330 forget.

[*He leads the way to the room, followed by MARGOT.*]

MRS. FRANK. You’re sure you’re not tired, Anne?

ANNE. I feel fine. I’m going to help Father.

MRS. FRANK. Peter, I’m glad you are to be with us.

PETER. Yes, Mrs. Frank.

[*MRS. FRANK goes to join MR. FRANK and MARGOT.*]

During the following scene MR. FRANK helps MARGOT and MRS. FRANK to hang up their clothes. Then he persuades

17. *Liefje* (lĕf’ yə) is Dutch for “darling.”

them both to lie down and rest. The VAN DAANS in their room above settle themselves. In the main room ANNE and PETER remove their shoes. PETER takes his cat out of the carrier.]

ANNE. What's your cat's name?

PETER. Mouschi.¹⁸

ANNE. Mouschi! Mouschi! Mouschi! [She picks up the cat, walking away with it. To PETER.] I love cats. I have one . . . a darling little cat. But they made me leave her behind. I left some food and a note for the neighbors to take care of her . . . I'm going to miss her terribly. What is yours? A him or a her?

PETER. He's a tom.¹⁹ He doesn't like strangers.

[He takes the cat from her, putting it back in its carrier.]

ANNE. [Unabashed.]²⁰ Then I'll have to stop being a stranger, won't I? Is he fixed?

PETER. [Startled.] Huh?

ANNE. Did you have him fixed?

PETER. No.

ANNE. Oh, you ought to have him fixed—to keep him from—you know, fighting. Where did you go to school?

PETER. "Jewish Secondary."

ANNE. But that's where Margot and I go! I never saw you around.

PETER. I used to see you . . . sometimes . . .

ANNE. You did?

PETER. . . . in the school yard. You were always in the middle of a bunch of kids.

[He takes a penknife from his pocket.]

340

350

360

Follow along as your teacher leads the class in reading aloud the dialogue between Anne and Peter.



Comprehension Check

Reread the boxed text at the bottom of the page. Underline what Anne and Peter have in common.

To Sum Up

- Peter and Anne talk about Peter's cat.
- Peter and Anne learn that they went to the same school.

from The Diary of Anne Frank

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Interactive Question-Response

Comprehension Check

Have students identify words in the text that support their answer. ("I love cats"; "Jewish Secondary . . . but that's where Margot and I go!") **Ask:** Do you think Peter and Anne will become friends? (yes/no) Why or why not? (They may, because they have some things in common.)

18. *Mouschi* (mōōs' kē)

19. *He's a tom* means that Mouschi is a male cat.

20. *Unabashed* means "bold."

Fluency

Expression and Intonation: Punctuation

Intermediate Tell students that they will be doing a choral reading of the dialogue between Anne and Peter. Remind students to use correct expression when they come to an exclamation point or question mark. Model the fluency skill as you read the text at a moderate tempo. Then have students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have students join you in a shared reading. Direct students to follow along in their books as you read aloud the dialogue between Anne and Peter. Have them notice the expression in your voice when you read a sentence with an exclamation point or questions mark. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

Interactive Question-Response

Content Vocabulary

Read the word and definition. **Ask:** *Why does Anne say, "They'll arrest you if you go out without your star"? (The Nazis required the Jewish people to wear a Star of David on their clothing to identify who they were.)*

Lone wolf means "a person who likes to do things alone."

arrest (ə rest') v. to capture someone for breaking a law



Have any dates means "have plans to see or meet someone."

To Sum Up

- Peter cuts the Star of David from his clothes. He wants to burn the star.
- Anne cannot burn her star.

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ANNE. Why didn't you ever come over?

PETER. I'm sort of a **lone wolf**.

[He starts to rip off his Star of David.]

370 **ANNE.** What are you doing?

PETER. Taking it off.

ANNE. But you can't do that. They'll **arrest** you if you go out without your star.

[He tosses his knife on the table.]

PETER. Who's going out?

ANNE. Why, of course! You're right! Of course we don't need them any more. [She picks up his knife and starts to take her star off.] I wonder what our friends will think when we don't show up today?

380 **PETER.** I didn't **have any dates** with anyone.

ANNE. Oh, I did. I had a date with Jopie to go and play ping-pong at her house. Do you know Jopie de Waal?

PETER. No.

ANNE. Jopie's my best friend. I wonder what she'll think when she telephones and there's no answer? . . . Probably she'll go over to the house . . . I wonder what she'll think . . . we left everything as if we'd suddenly been called away . . . breakfast dishes in the sink . . . beds not made . . . [As she pulls off her star, the cloth underneath shows clearly the

390 *color and form of the star.*] Look! It's still there! [PETER goes over to the stove with his star.] What're you going to do with yours?

PETER. Burn it.

ANNE. [She starts to throw hers in, and cannot.] It's funny, I can't throw mine away. I don't know why.

Differentiated Instruction

Clarify the Text Help students understand that the Star of David is a Jewish symbol and why the Franks and Van Daans had to wear it.

Beginning **Ask:** *Have you ever seen a star of David? (yes/no)* Draw the symbol on the board. Then ask the students to count the points of the star. (*six*)

Intermediate Provide the following sentence frames: *Symbols are used to _____. (show that you are part of a certain group)* *Nazis required Jews to wear the Star of David to _____. (identify them)*

Advanced **Ask:** *Why do you think Peter wants to take off the Star of David? (because it was something the Nazis forced him to wear)* *Why do you think Anne says she can't throw hers away? (because it is also a symbol of her religion and she cares about it)*

PETER. You can't throw . . . ? Something they branded you with . . . ? That they made you wear so they could spit on you?

ANNE. I know. I know. But after all, it is the Star of David, isn't it?

[In the bedroom, right, MARGOT and MRS. FRANK are lying down. MR. FRANK starts quietly out.]

PETER. Maybe it's different for a girl.

[MR. FRANK comes into the main room.]

MR. FRANK. Forgive me, Peter. Now let me see. We must find a bed for your cat. [He goes to a cupboard.] I'm glad you brought your cat. Anne was feeling so badly about hers. [Getting a used small washtub.] Here we are. Will it be comfortable in that?

PETER. [Gathering up his things.] Thanks.

MR. FRANK. [Opening the door of the room on the left.] And here is your room. But I warn you, Peter, you can't grow any more. Not an inch, or you'll have to sleep with your feet out of the skylight. Are you hungry?

400

410

REFLECT

Act and Scene

Peter and Anne react differently to the Star of David. What do their feelings about the star say about them?

Possible answer: Peter is very angry about having to wear the star. He takes it off and burns it right away because it is a sign of oppression to him. Anne thinks of the star as part of her religion, so she cannot burn it.



Talk about your answer with a partner.



Literary Element

Act and Scene What does Mr. Frank say about Peter's room? Underline the words he uses. Then write what Mr. Frank means by those words.

Possible answer: Mr. Frank

means that Peter's room is

very small. If Peter grows the

room will be too small for him.

To Sum Up

- Anne cannot burn her star because it is the Star of David. It is part of her religion.
- Mr. Frank finds a bed for Peter's cat.
- Mr. Frank tells Peter that his room is very small.

from The Diary of Anne Frank

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Interactive Question-Response

Literary Element Act and Scene

If students have difficulty responding, ask students to identify what Mr. Frank is doing in this scene. (Mr. Frank is finding a bed for Peter and the cat.) **Ask:** Does Mr. Frank really mean that Peter can't grow anymore? (yes/no) Why do you think so? (He is probably joking because he can't stop someone from growing.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** I am going to look back at what Peter and Anne say about the Star of David. Here, Peter says "You can't throw . . . Something they branded you with . . . ? They made you wear so they could spit on you?" To me, it sounds like Peter is angry that he had to wear the star. **Ask:** Why is Peter angry? (because the Nazis treat the Jews very badly) Continue to model looking back in the text for evidence of Anne's feelings.

Encourage students to use connecting words, such as *because*, *then*, *so*, *but*, and *next* as they talk with their partners.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *How did you know what Anne was thinking? (She says, "I'm going to think of it as a boarding house.") Why did she call it, "a very peculiar summer boarding house?" (It is not really very much like a summer house.)*



Comprehension Check

What does Anne pretend she is doing in the attic? Check one.

- ☒ staying away at an odd hotel
- ☐ helping people in a hospital
- ☐ talking with movie stars

To Sum Up

- Anne's father gives her a box with some of her things.
- Anne says she will pretend the attic is a boarding house.

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PETER. No.

MR. FRANK. We have some bread and butter.

PETER. No, thank you.

MR. FRANK. You can have it for luncheon then. And tonight we will have a real supper . . . our first supper together.

420 PETER. Thanks. Thanks.

[He goes into his room. During the following scene he arranges his possessions in his new room.]

MR. FRANK. That's a nice boy, Peter.

ANNE. He's awfully shy, isn't he?

MR. FRANK. You'll like him, I know.

ANNE. I certainly hope so, since he's the only boy I'm likely to see for months and months.

[MR. FRANK sits down, taking off his shoes.]

MR. FRANK. Annele,²¹ there's a box there. Will you open it?

430 *[He indicates a carton on the couch. ANNE brings it to the center table. In the street below there is the sound of children playing.]*

ANNE. *[As she opens the carton.]* You know the way I'm going to think of it here? I'm going to think of it as a boarding house. A very peculiar summer boarding house,²² like the one that we—*[She breaks off as she pulls out some photographs.]* Father! My movie stars! I was wondering where they were! I was looking for them this morning . . . and Queen Wilhelmina!²³ How wonderful!

440 MR. FRANK. There's something more. Go on. Look further.

[He goes over to the sink, pouring a glass of milk from a thermos bottle.]

21. **Annele** (än' ə lə) is Mr. Frank's nickname for Anne.

22. A **boarding house** is usually someone's house. The owner rents rooms out to people. The owner also gives food to people who pay rent.

23. **Queen Wilhelmina** was queen of the Netherlands. When the Germans invaded, she and her family went to England.

Word Study

BLM

Root Words

Remind students that a root word is the part that carries the word's basic meaning. Prefixes and suffixes may be added to change that basic meaning.

Model *The root cred means "believe." We can add the suffix -ible to the ending to get credible. This means believable, or "able to be believed." Then if we add the prefix in-, we change the meaning to "not believable." Model writing the root, suffix, and prefix, separated by + signs. Below this, write the composite word incredible. Then have students practice root words by completing the activity on page A34.*

ANNE. [Pulling out a pasteboard-bound book.] A diary! [She throws her arms around her father.] I've never had a diary. And I've always longed for one. [She looks around the room.] Pencil, pencil, pencil, pencil. [She starts down the stairs.] I'm going down to the office to get a pencil.

MR. FRANK. Anne! No!

[He goes after her, catching her by the arm and pulling her back.]

ANNE. [Startled.] But there's no one in the building now.

MR. FRANK. It doesn't matter. I don't want you ever to go beyond that door.

ANNE. [Sobered.] Never . . . ? Not even at nighttime, when everyone is gone? Or on Sundays? Can't I go down to listen to the radio?

MR. FRANK. Never. I am sorry, Anneke. It isn't safe. No, you must never go beyond that door.

[For the first time ANNE realizes what "going into hiding" means.]

ANNE. I see.

MR. FRANK. It'll be hard, I know. But always remember this, Anneke.²⁴ There are no walls, there are no bolts, no locks that anyone can put on your mind.²⁵ Miep will bring us books. We will read history, poetry, mythology. [He gives her the glass of milk.] Here's your milk. [With his arm about her, they go over to the couch, sitting down side by side.] As a matter of fact, between us, Anne, being here has certain advantages for you. For instance, you remember the battle you had with your mother the other day on the

longed (lôngd) v. wanted very much



Literary Element

Act and Scene Anne receives the diary in this scene. This is the same diary that her father was reading in Scene 1. How does this scene help you understand Scene 1?

Possible answer: As soon as

Anne saw the diary, she loved

it. This shows that having and

writing a diary was special

to her.

To Sum Up

- Mr. Frank gives Anne a diary.
- He warns her never to leave the attic.
- Mr. Frank tells Anne that there are some good things about living in the attic.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence

containing the Content Vocabulary word *longed*.

Ask: What has Anne always longed for? (a diary) How can you tell that it is something she always wanted? (Her actions show that she is happy and excited.)

Literary Element Act and Scene

If students have difficulty responding: **Ask:** How did Mr. Frank act when he found the diary in Scene 1? (Anne's father was emotional when he started reading her diary.) Does Scene 2 help you to understand why Anne's father was emotional when he found her diary? (yes/no) Why? (Because he gave it to her and he remembers how happy she was. Maybe something happened to Anne and that's why he was sad in Scene 1.)

²⁴ **Anneke** is another nickname for Anne.

²⁵ **There are no walls, there are no bolts, no locks that anyone can put on your mind** means that Anne can read and learn from Miep's books. The life that she had does not have to end.

English Language Learning Strategies

Model reading aloud to students the text on this page and have students follow along in their books.

Remember to model self-corrective techniques on a regular basis as you read aloud to students. For example, pretend to make a mistake by saying, in line 454, "Never." Self-correct and explain your mistake by thinking aloud: "I made a mistake. I didn't see the question mark after 'Never,' so I didn't change my voice to sound like I was asking a question. Let me read it again."

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *Why are Peter, Anne, and Mr. Frank afraid when Peter steps on the creaking board? (They are afraid they will be discovered living in the attic over the warehouse.)*

creaking (krēk' ing) *adj.* making a grinding or squeaking sound



To Sum Up

- Mr. Frank explains to Anne that she can still be happy. Anne feels better.
- Peter walks around and a floorboard creaks. Everyone is afraid to move.

subject of overshoes? You said you'd rather die than wear overshoes? But in the end you had to wear them? Well now, you see, for as long as we are here you will never have to wear overshoes! Isn't that good? And the coat that you inherited from Margot, you won't have to wear that any more. And the piano! You won't have to practice on the piano. I tell you, this is going to be a fine life for you!

[ANNE's panic is gone. PETER appears in the doorway of his room, with a saucer in his hand. He is carrying his cat.]

470 **PETER.** I . . . I . . . I thought I'd better get some water for Mouschi before . . .

MR. FRANK. Of course.

[As he starts toward the sink the carillon begins to chime the hour of eight. He tiptoes to the window at the back and looks down at the street below. He turns to PETER, indicating in pantomime²⁶ that it is too late. PETER starts back for his room. He steps on a creaking board. The three of them are frozen for a minute in fear. As PETER starts away again, anne tiptoes over to him and pours some of the milk from her glass into the saucer for the cat. PETER squats on the floor, putting the milk before the cat. MR. FRANK gives ANNE his fountain pen, and then goes into the room at the right. For a second ANNE watches the cat, then she goes over to the center table, and opens her diary.]

In the room at the right, MRS. FRANK has sat up quickly at the sound of the carillon. MR. FRANK comes in and sits down beside her on the settee, his arm comfortingly around her.

26. **Pantomime** is trying to communicate with movements of the body only. Pantomime does not use talking.

Upstairs, in the attic room, MR. and MRS. VAN DAAN have hung their clothes in the closet and are now seated on the iron bed. MRS. VAN DAAN leans back exhausted. MR. VAN DAAN fans her with a newspaper. ANNE starts to write in her diary. The lights dim out, the curtain falls. In the darkness ANNE'S VOICE comes to us again, faintly at first, and then with growing strength.]

ANNE'S voice. I expect I should be describing what it feels like to go into hiding. But I really don't know yet myself. I only know it's funny never to be able to go outdoors . . . never to breathe fresh air . . . never to run and shout and jump. It's the silence in the nights that frightens me most. Every time I hear a creak in the house, or a step on the street outside, I'm sure they're coming for us. The days aren't so bad. At least we know that Miep and Mr. Kraler are down there below us in the office. Our protectors, we call them. I asked Father what would happen to them if the Nazis found out they were hiding us. Pim²⁷ said that they would suffer the same fate that we would . . . Imagine!

27. Pim is Anne's nickname for her father.

REFLECT

Analyze Plot

Reread the boxed text. What part of the plot is Anne's voice on the dark stage? What is her voice doing for the plot?

Anne's voice is exposition for the next scene, just like her voice at the beginning of Scene 2 was exposition. Her voice is summarizing what happens in the time after Scene 2. The summary means that events went on as she described for some time.



Talk about your answer with a partner.

protectors (prə tek' tərz) *n.*
people or objects that keep other people or objects safe



To Sum Up

- Anne begins writing in her diary.
- She does not know if or when the Nazis will come into the attic.
- Anne is glad Mr. Kraler and Miep visit every day with supplies.

from The Diary of Anne Frank

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Ask students to name someone they know who is a protector.

Model I can think of two people who were protectors for me. My mom and dad were my protectors because they took care of me when I was little.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** I know that the last scene took place on the first day Anne and her family went into hiding. But now it sounds like she has been hiding for a long time. Let's look back at a line from the text. It says, "I only know it's funny never to be able to go outdoors . . . never to breathe fresh air . . . never to run and shout and jump." It seems like Anne's voice is helping us to understand that time is passing. **Ask:** What part of a plot tells about characters and setting, even when there is not much action going on? (exposition)

Provide sentence frames to help students organize their thoughts:

Anne's voice helps the audience to understand _____. (that time is passing)

This part of a plot is called _____. (exposition)

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A33.

Interactive Question-Response

Literary Element Act and Scene

If students have difficulty responding: **Ask:** *What is Anne doing in the scene before the stage goes dark? (writing in her diary) Whose voice was speaking at the beginning of the scene? (Anne's) Why do you think the scene begins and ends with Anne's voice telling the story? (to remind us that the story is written in the diary)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements from pages 224–234. Then have students decide together which three events are the most important. Provide the following sentence frame for students to complete.

The most important events are when _____, when _____, and when _____.

(The most important events are when marching footsteps scare everyone in the attic, when Peter cuts the Star of David from his clothes, and when Mr. Frank gives Anne a diary.)



Literary Element

Act and Scene Why does Scene 2 end with a dark stage and Anne's voice reading from her diary?

Possible answer: The scene closes in the same way it opened to remind the audience or reader that the story is still coming from the diary.

To Sum Up

- ▶ Anne is surprised that Mr. Kraler and Miep can be cheerful when they visit.
- ▶ She feels as if her mother treats her like a baby.
- ▶ Anne's voice fades out as the next scene begins.

They know this, and yet when they come up here, they're always cheerful and gay as if there were nothing in the world to bother them . . . Friday, the twenty-first of August, nineteen forty-two. Today I'm going to tell you our general news. Mother is unbearable. She insists on treating me like a baby, which I **loathe**. Otherwise things are going better. The weather is . . .
[As ANNE VOICE is fading out,²⁸ the curtain rises on the scene.]

Vocabulary

loathe (lōth) v. to dislike very much; hate

²⁸. A sound that is **fading out** is getting harder and harder to hear

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about Scene 1. What is Mr. Frank doing in this scene?
2. What was the problem that the Frank and Van Daan families had?
3. How did they have to behave while they stayed in the attic?
4. What did Anne's father give her?
5. Why is Anne's voice speaking at the beginning and end of Scene 2?

After You Read

from
The Diary of Anne Frank

Vocabulary Check

A. Circle the vocabulary word that matches the art.

1. sparsely longed tension



3. creaking tension protectors



2. longed brisk arrest



4. sparsely longed concealed



B. Complete each sentence with a vocabulary word.

arrest

brisk

creaking

5. Our creaking floor always makes noise when someone walks on it.

6. The man was surprised when he stepped outside into the brisk air.

7. The police will arrest the person who committed the crime.

C. Think about *The Diary of Anne Frank*, Act One, Scenes 1–2.

Write *true* or *false* next to each statement.

8. false The Franks **loathe** the Van Daan family.

9. true The Nazis made the Jews wear Stars of David to be **conspicuous** on the street.

10. true Jews all over Amsterdam needed **protectors** to keep them hidden.

from The Diary of Anne Frank

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Vocabulary Check

B. Intermediate

Read each sentence aloud, including the blank. For example: *Our blank floor always makes noise when someone walks on it.* Model testing different words from the word bank to see if they make sense. **Model** *Let's try the word arrest. Our arrest floor always makes noise when someone walks on it. Does that make sense? (yes/no)*

Grammar Link

BLM

Statements with *There + Be*

Prepare students to complete the activity master on page A35. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

B. Intermediate

Explain that students can compare and contrast not only where the scenes take place, but also when they take place and how the scenes look. Encourage students to return to the text for details.

After Reading Complete the after reading activity on page 285.

After You Read

from
The Diary of Anne Frank

Comprehension Check

A. What happens in scenes 1 and 2 of the *Diary of Anne Frank*?

Complete the sentences to tell the events in order.

- Mr. Frank wants to leave Holland.
- He finds Anne's diary in the attic.
- The audience hears Anne's voice as Mr. Frank reads the diary.
The Frank family and the Van Daan family are the two families hiding.

B. Think about what you have read. Then complete the sentences.

- All the scenes of the play take place in the city of Amsterdam, Holland in the attic of an office building.
- The first scene happens after the second scene. You know this because Mr. Frank finds his daughter, Anne's, diary before we see him give it to her.
- Scene 2 begins with a blackened stage and the words of the diary being read.

C. Think about what you have read. Then answer the questions in complete sentences.

- Why does Mrs. Van Daan worry the Frank family was captured by the Nazis?
The Frank family was late to show up at the attic.
- Why are Mr. Kraler and Miep Gies in danger?
They are hiding Jews from the Nazis. People who help Jews suffer the same fate as the Jews.
- What are hints that Anne and Peter will be friends?
They share the same interests and went to the same school.

For more practice, see page 285.



Writing Link

Speech

Students should write a speech that Anne Frank might give about her experience. Remind students that people give speeches in order to convince an audience of something or to make the audience feel an emotion. Have students work in small groups to decide what Anne Frank might want to convince an audience of, or make an audience feel. Write the following sentence frame on the board: *The goal of Anne Frank's speech is to* _____. Then have students write the text of the speech, which should include an introduction, body, and conclusion. Encourage students to perform their speeches.

Ask students to include at least one statement in their speeches with *there + be*, which they practiced on activity master A35.



8.10.C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

TIME Standing Tall

by Michael Dolan

TIME: Standing Tall 237

Oral Language

Build Background

Read the title and author. Explain that students will read "TIME: Standing Tall" by Michael Dolan, a journalist. **Ask:** *What does it mean to "stand tall"? (It means you are proud.) What kinds of things other than people "stand tall"? (trees, buildings)*

Talk About the Article

Explain that the article is about making skyscrapers safer and sturdier.

Beginning Write *skyscraper* and draw a picture on the board. **Ask:** *Is a skyscraper a tall building or short building? (tall building)* Tell students *skyscraper* is a way to say the building seems to touch, or scrape, the sky.

Intermediate Have students think about stacking books or blocks. **Ask:** *What happens as the stack gets higher and higher? (It becomes unstable and may fall.)* Have students describe what builders must plan for when building skyscrapers.

Builders must plan for _____. (wind, fires, how to make the building strong)

Advanced Students may be familiar with the term *skyscraper*. Have students work with a partner to discuss safety issues builders must worry about when building a skyscraper.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Article

Vocabulary

- Content Vocabulary

Phonics

- R-Controlled Vowel /är/

Reading Strategy

- Preview

Reading Skill

- Analyze Text Features

Writing Link

- Fact Sheet

Fluency

- Pacing and Intonation: Smooth Reading

Grammar Link

- Comparative and Superlative Forms of Adverbs BLM,

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Article

Read aloud the text. **Model** *One skyscraper I know about is the Sears Tower. It is in Chicago, Illinois. Model writing Sears Tower on the left side of the chart and Chicago, Illinois on the right. Then have individuals complete their own charts.*

Reading Strategy Preview the Article

Read aloud the Reading Strategy. Preview the article with students. **Model** *The title is "TIME: Standing Tall." The word TIME tells me that the article is from TIME Magazine. "Standing Tall" makes me think it might be about tall trees or buildings. Ask: What do you think the article is about? (tall buildings, skyscrapers)*

Reading Skill Analyze Text Features

Read aloud the Reading Skill. **Model** *When I read, I look at text features, such as bold face print, that will help me understand what I am reading. Ask: What are some text features you can use to help you understand the article? (headings, images, captions)*

Connect to the Article

A *skyscraper* is a building that is so tall that it seems to touch, or scrape, the sky. You can find skyscrapers in many cities. Today, many builders are looking for ways to make skyscrapers safer and stronger.

There are many famous skyscrapers around the world. Think of skyscrapers you have seen or heard of. List them in the left column. Write where they are located in the right column.

Skyscraper	Where It Is
Possible answers: Empire State Building Sears Tower Petronas Towers	Possible answers: New York City Chicago, Illinois Kuala Lumpur, Malaysia

Reading Strategy Preview the Article

When you preview an article, you look at it before reading to get an idea of what it will be about. To preview, look at

- > the title and any subheadings.
- > the images, such as photos and captions.

Reading Skill Analyze Text Features

When you **analyze text features**, you think about headings, images, and captions to help you understand the text better. While you read, ask yourself

- > what do the headings, images, and captions tell me?
- > why did the writer include the text features?
- > how do they help me understand the text?

Listening Practice

For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

architects (är' ka tekts) *n. pl.* people who design buildings
The architects designed a beautiful library for the city.
 > Cognate (Spanish) **arquitectos**



concrete (kon' krēt) *n.* a strong material you use to build things
The concrete house did not fall down during the fire.
 > Cognate (Spanish) **concreto**



target (tär' git) *n.* something you aim at
I am the target for my sister and her water gun.



resist (ri zist') *v.* to remain strong against some force
She will cover the windows, so they can resist the hurricane winds.
 > Cognate (Spanish) **resistir**



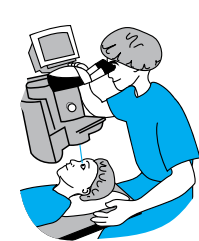
increases (in krēs' es) *v.* becomes larger or greater
More air increases the size of the balloon.



strength (strengkth) *n.* power
Djalilou lifts weights to increase his strength.



laser (lä' zər) *n.* a device that uses a strong, narrow beam of light
The eye surgeon uses a laser in operations.
 > Cognate (Spanish) **láser**



evacuation (i vak' ū ä' shən) *n.* the act of leaving, usually in an emergency
When the fire alarm goes off, we start the evacuation of the building.
 > Cognate (Spanish) **evacuación**



For more practice, see page 286.

TIME: Standing Tall

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: People who design buildings are called **architects**. **Example:** The *architects* made plans for the new skyscraper. **Ask:** What other kinds of buildings do architects design? **EXPLANATION**

Concrete is a strong, hard material that does not burn easily. *The concrete building was still standing after the fire.* What are some things that are built from concrete? **EXAMPLE**

A **target** is something to aim at to hit. *I had to hit the target with a dart to win the game.* Where have you seen a target? **EXPLANATION**

To **resist** is to stay strong against a force. *The building can resist the fierce tornado winds.* Describe something you resist. **DESCRIPTION**

When something **increases** it becomes bigger. *The population of the city increases when many people move there.* What is the opposite of **increases**? **ANTONYM**

It is hard to break something that has a lot of **strength**. *The strength of the steel bar kept it from bending.* What kind of person has a lot of strength? **EXAMPLE**

A **laser** is a thin, strong beam of light. *The machinists used a laser to cut the steel.* What can a laser be used for? **EXPLANATION**

An **evacuation** is when everyone leaves quickly in an emergency. *The police ordered an evacuation of the area because of the chemical spill.* When could an evacuation save your life? **EXAMPLE**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 286.

Phonics

R-Controlled Vowel /är/

Tell students they are going to practice r-controlled vowels /är/ that are spelled *ar*. Explain to students that when a vowel is followed by the letter *r*, the vowel makes a different sound, so these vowels are called r-controlled vowels. Ask students to find a Content Vocabulary word with the r-controlled vowel /är/ spelled *ar* (*architects*, *target*). Slowly pronounce the word, and have students pay attention to the shape your mouth makes when they say the /är/ sound. Then have students say the word. Ask students to find words containing the R-controlled vowel /är/ spelled *ar* on pages 240 (*smartest*), 242 (*larger*, *parts*, *hard*), and 244 (*harmful*). Explain their meanings, and have students repeat them.

TIME Standing Tall

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *architects*.

Ask: *What do architects do? (design buildings)*

Explain that architects draw the plans for buildings, while builders create the structure.

Then have a student read aloud the word and definition of *concrete*. **Model** *I know that concrete is very strong and heavy. Streets are made of concrete. Steps are sometimes made of concrete.* **Ask:** *Why would architects want to use concrete? (It would make the buildings strong.)*

Then read aloud the word and definition of *target*.

Ask: *Why do people now see skyscrapers as a target? (because on September 11, 2001, planes crashed into skyscrapers in New York)*

architects (är' ka tekts) *n. pl.*
people who design buildings



concrete (kon' krēt) *n.* a strong material you use to build things



target (tār' git) *n.* something you aim at



To Sum Up

- People have enjoyed building tall buildings for many years.
- On September 11, 2001, planes crashed into the two towers at the World Trade Center.
- Architects and engineers are trying to make skyscrapers safer.

Architects and engineers are working with new designs and materials that can make future skyscrapers sturdier and safer.

The idea of building a tower to touch the sky goes back thousands of years. And during the past century, concrete, steel, and other materials have made it possible for architects and engineers to design and build structures that stand a quarter-mile high. These buildings are a tribute¹ to humankind's need to both test a structure's limits and solve problems such as overcrowding in cities.

But after September 11, 2001, skyscrapers are being seen in a whole new way. Terrorists hijacked² and crashed 10 two planes into New York City's tallest buildings, causing the twin towers of the World Trade Center to collapse.³ Skyscrapers around the world suddenly gained a new label: target.

That new label has inspired builders to work on a new goal—creating the safest tall building in the world. The smartest minds in architecture and structural engineering are working together to figure out how to construct a building that could survive threats of terrorism⁴ and natural disasters.

1. Here, **tribute** means "positive evidence" or "testimony."

2. When a plane is **hijacked**, someone takes control of it by force.

3. **Collapse** means "to fall apart."

4. **Terrorism** is a violent way that some groups fight for what they want. These groups feel it is no use to work through governments or official armies. The targets of terrorism are often civilians.

Differentiated Instruction

Clarify the Text Help students understand why September 11, 2001, changed the way people feel about the safety of skyscrapers.

Beginning Have students reread the second bullet in the To Sum Up box. **Ask:** *When planes crashed into the towers, did people feel safe or unsafe? (unsafe)*

Intermediate **Ask:** *Why did skyscrapers gain the label "target"? Provide a sentence frame: People thought skyscrapers were a target because _____. (skyscrapers had been attacked on September 11.)*

Advanced Encourage students to discuss the reasons people thought tall buildings needed to be safer. **Ask:** *Why might tall buildings be unsafe? (They might be targets of terrorism. They are very large and there are a lot of people in them.)*

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items. **Ask:** *What do I learn by reading the introductory sentence at the top of this page? (Architects and engineers are trying to find ways to make skyscrapers safer.)* **Model:** *I already know that skyscrapers are easily damaged by earthquakes and that terrorists have targeted skyscrapers for attacks. I didn't know that architects and engineers are trying to solve this problem, but I am glad to find this out.*

Listening Practice

To help students practice taking notes from spoken information, choose one of the selection pages that students have not yet read on their own. Read the page aloud to students. Have them test their listening comprehension by answering the Note Taking questions based on what they heard.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *resist*.

Model *New kinds of concrete can resist the force of bomb blasts and jet-fuel fires. That type of concrete must be very strong.* Explain that regular concrete does not burn and usually stays intact during natural disasters. New concrete with greater resistance will save lives because it is even stronger. Then have a student read aloud the sentence containing the words *increases* and *strength*. **Model** *The article says that adding stainless steel increases the strength of concrete.* **Ask:** *What does adding stainless steel do to concrete? (makes it strong) What would happen if you took stainless steel away from the concrete? (The concrete would become weaker.)*

To Sum Up

Beginning Have students work in pairs to reread all the To Sum Up statements on page 242. Then have students identify three ways that new types of concrete can protect skyscrapers. Provide the following sentence frame for students to complete.

The new kinds of concrete protect skyscrapers by ____, ____, and ____.

(The new kinds of concrete protect skyscrapers by making them stronger, helping them resist explosions, and protecting them against fire.)

Follow along as your teacher leads the class in reading aloud the first two paragraphs on this page.

resist (ri zist') *v.* to remain strong against some force



increases (in krēs' es) *v.* becomes larger or greater



strength (strengkth) *n.* power



To Sum Up

- ▶ Concrete makes skyscrapers stronger.
- ▶ There are new kinds of concrete that can resist explosions and great heat.
- ▶ These new materials will help protect skyscrapers against fire.

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The Right Stuff

20 One material that could help architects and engineers is concrete. New types of concrete are being developed to help resist the force of bomb blasts and the 2,000°F temperatures of jet fuel fires. For example, one new type of concrete contains pieces of recycled stainless steel. The stainless steel increases the concrete's strength and its ability to stand up to a bomb blast or similar forces.

A skyscraper made with steel-supported concrete wouldn't shatter as much when attacked. Instead its concrete would cling together in larger chunks, making it 30 less likely to collapse. Steel-mesh concrete was originally used as a way to keep tall buildings safe in parts of the world where earthquakes occur frequently. Now engineers are thinking of using this same material in all skyscrapers to protect against the force of airplane crashes and the fires they cause.

In addition to fire protection, various forms of concrete could make a skyscraper stronger and more stable.⁵ Whereas the World Trade Center towers got most of their support from steel columns around the outside of 40 the buildings, many engineers now think every future skyscraper should have a concrete core that runs down the center of the building.

Just as your spine supports much of your body, a concrete core would serve as a building's spine and support its weight. It would also serve as a safety zone. Designers could place emergency escape routes and fireproof elevators and stairwells in the concrete core. These features could help more people escape if a disaster were to occur.

Builders are working hard to find answers to other 50 questions that could make skyscrapers safer. Could a

5. If something is **stable**, you cannot shake or move it.

Fluency

Pacing and Intonation: Smooth Reading

Intermediate Tell students that they will be doing a choral reading of first two paragraphs on the page. Have students read the passage ahead of time to practice reading smoothly, and not word for word. Model the fluency skill as you read the text at a moderate tempo. Then have students read aloud together. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have students join you in a shared reading. Direct students to follow along in their books as you read aloud the first two paragraphs. Have them notice how you read the paragraphs smoothly, allowing words to flow together in phrases. Read the text at a moderate tempo, modeling the fluency skill. Then reread the text, encouraging students to join you in reading as many of the words as they can.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words, what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the words and definitions. **Ask:** *Why would architects use lasers when designing buildings? (to find harmful chemicals)* Explain that when a chemical comes in contact with the laser, it sets off a warning signal so people know to leave the building, or **evacuate**. Point out the word **evacuation**. **Ask:** *When would there be an evacuation? (fire, flood, hurricane, volcano) What do people do in an evacuation? (leave the area very quickly)*

Comprehension Check

Ask students to share what they checked. If students have difficulty responding: **Model** *If I don't know the answer, I return to the text. I scan the page for the words laser, garage, and evacuation. I find the words laser and evacuation, but the text does not say architects are working on parking garages.*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *Previewing the title helped me guess that the article is about something tall. After I read the article, I found out that I was right: the article is about skyscrapers.* Write the following sentence frame on the board to help students organize their thoughts.

When I previewed the article, I learned _____. (that it was about something tall) As I read, I found out _____. (that it was about skyscrapers)

laser (lā' zər) *n.* a device that uses a strong, narrow beam of light



evacuation (i vak' ū ā' shən) *n.* the act of leaving, usually in an emergency



Comprehension Check

Check the objects that architects are working to include in buildings in the future. Check all that apply.

- ☒ laser machines
- ☐ parking garages
- ☒ evacuation systems

To Sum Up

- ▶ There are many possibilities for making skyscrapers safer.
- ▶ Architects and engineers will continue to think of new ways to make skyscrapers safer.

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building's emergency staff use sensitive laser machines to find harmful chemical materials before they even reach the building? Is it possible to create a fireproof evacuation system⁶ that could help people on the top floors find safety when the middle of the building is in flames?

There's still a lot of work to be done, but the answers to these questions and many others may be coming soon to a skyscraper near you.

6. An **evacuation system** is a way to get people out of a building when there is an emergency.

REFLECT

Analyze Text Features

When you previewed the article, what did you think it would be about? Were you correct? How did thinking about the text features help you understand what the article is about?

Possible answer: Previewing helped me figure out that the article is about building safer skyscrapers. As I read, I confirmed that the article describes ways to make skyscrapers safer.



TALK Talk about your answer with a partner.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. What is a skyscraper?
2. What is an architect?
3. What does the article say architects are trying to do?
4. Why are people worried about the safety of skyscrapers?
5. Name two things architects and engineers are doing to make skyscrapers safer.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____
_____.
4. One thing I learned on this page that I didn't know is _____
_____.
5. Recap, or write in your own words what you learned by reading this page.

_____.
6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

A. Beginning

Read each sentence aloud. Turn each statement into a question. For example: *Architects and engineers are working with new* ____ becomes *What are architects and engineers working with?* Have students reread the summary boxes to answer the questions.

Writing Link

Fact Sheet

Explain that a fact sheet is a short, easy-to-read summary of key facts about a subject. Have students write a fact sheet using information from "TIME: Standing Tall." Provide these guidelines.

- Your readers: eighth-graders who have not read "TIME: Standing Tall"
- Your purpose: to give important facts about constructing safer buildings
- Your format: a list of bulleted facts
- The length: one page

After Reading Have students complete the after reading activities on pages 287 and 288.

Comprehension Check

A. Complete the following sentences.

1. Architects and engineers are working with new _____
designs and materials that can make future skyscrapers sturdier and safer
2. Builders have the goal of making the safest _____
tall building in the world
3. Builders are working on a building that could survive _____
threats of terrorism and natural disasters

B. When you previewed the article, what did you think it would be about? What did you learn when you analyzed the text features?

Text Features I Looked at	What I learned from It
title	The article is about something tall or something that stands tall.
deck or subheading	The article is about people who are trying to build safer skyscrapers.

C. Think about what you learned from previewing, from the text features, and from reading the article. Summarize why architects are trying to make safer skyscrapers. Retell only the most important ideas.

Possible answer: Architects are trying to make buildings safer because skyscrapers are now a target for terrorist attacks.

For more practice, see pages 287–288.

Grammar Link

BLM

Comparative and Superlative Forms of Adverbs

Prepare students to complete the activity master on page A36. Read the grammar instruction with students, and complete the first item with them to help them get started.



RC-8.F Make intertextual links among and across texts, including other media, and provide textual evidence.

Mother to Son



by Langston Hughes

and

SPEECH TO THE YOUNG:



Speech to the Progress-Toward

by Gwendolyn Brooks

Mother to Son and Speech to the Young: Speech to the Progress-Toward 247

Oral Language

Build Background

Read the titles and authors. Explain that students will read “Mother to Son” by Langston Hughes and “Speech to Young: Speech to the Progress-Toward” by Gwendolyn Brooks, both African American authors. **Ask:** *What kind of advice might a mother give to a son? (how to keep safe, stay warm, what to do when in trouble) Who else might give advice to a young person? (a friend, an older relative, a teacher)*

Talk About the Poems

Explain that the poems are both meant to inspire people to achieve their goals.

Beginning Have students begin to think about the metaphor of climbing stairs. Work with students to gesture climbing a long flight of stairs and getting tired.

Intermediate Explain that the poets are speaking to young people, and they are giving advice. **Ask:** *When is it good to get advice?* Provide a sentence frame to help students.

Advice can be good if _____. (the person giving advice is wise)

Advanced/Advanced High Explain to students that the speakers of both poems give advice to people in difficult situations. **Ask:** *What would you say if someone asked for your advice?*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poems

Vocabulary

- Content Vocabulary

Literary Element

- Speaker

Phonics

- Consonant Digraphs with /ng/

Reading Strategy

- Compare and Contrast

Writing Link

- Summary

Grammar Link

- Object Pronouns BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



and



Interactive Question-Response

Connect to the Poems

Read aloud Connect to the Poems. Discuss advice family members might give one another.

Model *My dad told me that if a friend breaks something of mine, I should try not to get too mad. He said people are more important than objects. This was good advice because it helped me remember how valuable people are.* Model writing your response on the board. Have volunteers suggest other responses. Then have individuals write their own answers.

Literary Element Speaker

Read aloud the Literary Element. Explain to students that the speaker of one of the poems is a mother talking to her son. Have students think about how a mother might speak to her child.

Ask: *Would she use formal language or informal language? (informal) What kinds of things would she say? (She might tell him to behave himself. She might try to give him advice.)*

Reading Strategy Compare and Contrast

Read aloud the Reading Strategy. Explain that comparing means finding the ways things are similar. **Model** *If I compare two cars, I could say they are similar because they both have four wheels, an engine, and windows. Maybe they are the same color. These are the ways the cars are similar.* Then explain that contrasting means finding the ways things are different. **Model** *If I contrast the two cars, I might say they are different because one is a station wagon and the other is a sports car. One might have four doors and the other might have two doors. What are some other ways two cars could be different?*

Connect to the Poems

Think about the things you learn from your family. Choose one piece of advice from a member of your family. How does this advice help you? Write about it on the lines below.

Possible answer: My aunt told me to always be myself. This advice helps

me when I have to make a difficult decision. I remember what my aunt said

and know that I have to do what I think is right.

Literary Element Speaker

A **speaker** is the person who talks in a poem. The speaker may not tell you information about himself or herself directly.

You can learn about the speaker's life, thoughts, and feelings in a poem when you think about

- > diction, or choice of words.
- > tone, or feeling.
- > structure, or how the poem is organized.

The type of speaker a poet uses can change the mood, and even the meaning, of a poem. As you read, ask yourself how the poet's choice of speaker affects the poem.

Reading Strategy Compare and Contrast

When you compare and contrast poems, you think about how they are similar and how they are different. As you read "Mother to Son" and "Speech to the Young: Speech to the Progress-Toward" compare and contrast the speakers of the poems. Look for information about the speakers, lives and ideas to help you.

Listening Practice

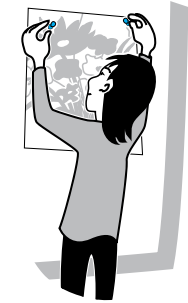
For more listening practice, students may listen to this selection on StudentWorks Plus, the Listening Library, or the Online Student Edition.

Content Vocabulary

crystal (krist' əl) *adj.* clear like glass
We see fish through the **crystal** clear water.
> Cognate (Spanish)
cristal



tacks (taks) *n. pl.* thin, very short nails
I need four **tacks** to hang the picture.



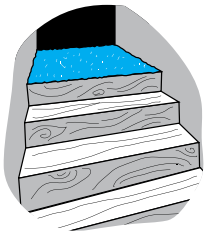
splinters (splin' tərz) *n. pl.* small, sharp, needle-shaped pieces of wood
The wood left **splinters** in my thumb.



bare (bār) *adj.* without any covering
She got a sunburn on her **bare** arms.



landings (lan' dɪŋz) *n. pl.* the flat parts of a staircase between a group of steps
The **landings** on the staircase have carpet, but the steps do not.



harmony (hār' mə nē) *n.* an agreement of emotions or ideas
The happy family has **harmony** when they are together.
> Cognate (Spanish)
armonía



battles (bat' əlz) *n.* fights or struggles
The soldiers fight in many **battles**.
> Cognate (Spanish)
batallas



along (ə lɒŋ') *adv.*
We moved **along** the river in the boat.



For more practice, see page 289.

Mother to Son and Speech to the Young: Speech to the Progress-Toward

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When something is compared to **crystal**, it is very clear. **Example:** We can see the bottom of the lake through the **crystal** clear water. **Ask:** What does crystal look like? **DESCRIPTION**

Tacks are very small nails. **Tacks** can hold a carpet into place. How are a nail and a tack alike? How are they different? **COMPARE AND CONTRAST**

A **splinter** is a small, sharp, needle-shaped piece of wood. **Rub the wood with sandpaper to get rid of any splinters.** What would you do if you had a splinter? **EXPLANATION**

Bare means not covered. **The bare floor was colder than the floor with the rug.** What is the opposite of **bare**? **ANTONYMS**

Between flights of stairs, there is usually a **landing**. **I paused to rest on the landing as I carried the groceries upstairs.** What is the purpose of a landing? **EXPLANATION**

Continue the process with **harmony**, **battles**, and **along**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 289.

Phonics

Consonant Digraphs with /ng/

Tell students they are going to practice the consonant digraph /ng/. Explain that in a digraph, two letters represent one sound. Ask students to find two vocabulary words with the consonant digraph /ng/ (**landings**, **along**). Slowly pronounce the words, and have students raise their hands when they hear /ng/. Write the words on the board and underline **ng**. Then have students repeat the words. Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

Langston

young

song

along

Mother to Son



Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *When the mother says, “I’ve been a-climbin’ on,” who is she talking about? (herself) What is different about the line, “So, boy, don’t you turn back”? (She is not talking about herself now. She is talking about her son.)*

Comparing Literature

If students have difficulty responding: **Model** *In the second line, the speaker says, “Life for me ain’t been no crystal stair.” Then she talks about climbing a staircase. It seems like she thinks her life is like that staircase. Ask: What is her staircase like? (It has tacks and splinters in it and the boards are broken. There are places with no carpet.)*

Content Vocabulary

Point out the underlined word *crystal*. Remind students that something *crystal* looks clear and beautiful. **Ask:** *What kind of staircase would be crystal?* Then point out the underlined word *tacks*. Remind students that *tacks* are small nails. **Ask:** *How would it feel if you stepped on a tack? (It would hurt.)* Continue to support the underlined vocabulary words on this page.



Comprehension Check

Reread lines 11–16. Underline what the speaker wants her son to do when life is difficult.



Comparing Literature

What does the speaker say life is like? Check one.

- ☐ walking through woods at night
- ☒ climbing stairs
- ☐ building a house

Well, son, I’ll tell you:

Life for me ain’t been no crystal stair.

It’s had tacks in it,

And splinters,

And boards torn up,

And places with no carpet on the floor—

Bare.

But all the time

I’ve been a-climbin’ on,

And reachin’ landin’s

And turnin’ corners,

And sometimes goin’ in the dark

Where there ain’t been no light.

So, boy, don’t you turn back.

Don’t you set down on the steps

‘Cause you finds it kinder hard.

Don’t you fall now—

For I’ve still goin’, honey,

I’ve still climbin’,

And life for me ain’t been no crystal stair.

To Sum Up

- The speaker is a mother who talks to her son.
- She compares life to a staircase.
- She says you have to climb.

SPEECH TO THE YOUNG:



Speech to the Progress-Toward

Say to them,
say to the **down-keepers**,
the sun-slappers,
the self-soilers,
the harmony-hushers,
"Even if you are not ready for day
it cannot always be night."
You will be right.
For that is the hard home-run.

Live not for battles won.
Live not for the-end-of-the-song.
Live in the along.

REFLECT

Compare and Contrast

Think about the diction, tone, and structure of the two poems. How are the speakers in the two poems alike? How are they different?

Possible answer: Both speakers use many slang terms. The tones of the poem are different. In "Mother to Son," the speaker's message is very personal. In "Speech to the Young," the speaker's message is for a larger group of people.



Talk about your answer with a partner.

A **down-keeper** is someone or something that keeps a person from accomplishing a goal.



Comparing Literature

The speaker of the poem has a very positive attitude. How does this effect the mood of the poem? Explain.

Possible answer: Since the speaker is positive, it makes me feel positive. It makes the poem more powerful.

To Sum Up

- > The speaker wants people to fight against people who are negative.
- > The speaker wants young people to be positive.
- > The speaker wants the reader to live for each day.

Speech to the Young: 251

Interactive Question-Response

Comparing Literature

If students have difficulty responding, ask students to identify words and phrases that show the speaker has a positive attitude. ("You will be right." "Live in the along.") **Ask:** How do these words and phrases make you feel? (These words and phrases make me feel good. They make me feel strong.)

To Sum Up

Beginning Have students work in pairs to reread all of the To Sum Up statements. Have students decide what is similar about the poems. Provide the following sentence frames.

The first speaker wants her son to ____.

The second speaker wants young people to ____.

The poems are similar because ____.

(The first speaker wants her son to keep climbing. The second speaker wants young people to achieve their goals. The poems are similar because they help a young person keep going even when it is hard.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** / notice that both poems contain advice. Both poems use words that make it sound like the speakers are talking out loud. I know the tone of the second poem is positive. **Ask:** Is the tone of the first poem positive? (yes/no)

Provide sentence frames to help students organize their thoughts.

The poems are similar because _____. (both speakers use slang terms)

The poems are different because _____. (they have different tones)

Vocabulary Check

A/B. Beginning

Read each word aloud. Then ask students questions about the pictures and answer the questions in complete sentences. For example: *Are these the tacks? Yes, these are the tacks.*

Comprehension Check

C. Advanced

Explain that using a Venn diagram is a way of comparing and contrasting the two poems. Have students write anything that is similar about the two speakers in the overlapping section labeled "Both." Then have them write details specific to each speaker in the outer portions of each circle.

Writing Link

Summary

Explain to students that a summary retells the main points of a piece of writing. Have students work in small groups to identify a main idea that applies to both poems. Then have them find in each poem an important detail to support this main idea. Have students work together to write a one-paragraph summary of the main idea that the poems share.

After Reading Have students complete the after reading activity on page 290.

After You Read

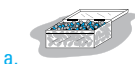


and



Vocabulary Check

A/B. Match each vocabulary word to its picture.



1. b crystal

2. d battles

3. a tacks

4. c splinters

C. Circle the letter of the word or words that mean the same as each boldfaced word.

5. In "Mother to Son," the speaker says that the floor was **bare**.

a. dark

b. uncovered

c. rough

6. In "Speech to the Young: Speech to the Progress-Toward" the speaker believes in **harmony**.

a. struggles

b. the sun

c. agreement

Comprehension Check

A/B. Complete the sentences.

The speaker of the poem in "Mother to Son" compares life to a staircase because life can be tiring and difficult like climbing many stairs.

The speaker of the poem in "Speech to the Young: Speech to the Progress-Toward" says that it cannot always be night. This means that you will have to try living even if you don't want to.

For more practice, see page 290.



Grammar Link

BLM

Object Pronouns

Prepare students to complete the activity master on page A37. Read the grammar instruction with students, and complete the first item with them to help them get started.

Vocabulary Practice

A. Match each vocabulary word to the correct picture.

1. glance 2. hollering 3. crouch 4. clumsy



B. Write the letter of the correct meaning next to each vocabulary word.

- | | |
|--------------------------|------------------------------------|
| 5. <u>c</u> congratulate | a. appreciative |
| 6. <u>d</u> trot | b. sounding shrill or high |
| 7. <u>b</u> squeaky | c. show joy when someone does well |
| 8. <u>a</u> grateful | d. walk fast |

C. Write an example sentence for each vocabulary word below.

9. Give an example of something that is **liable** to happen every day.

Possible answer: The sun is liable to shine.

10. Give an example of something that could produce **static**.

Possible answer: A radio could produce static.

11. Give an example of a **sidekick**.

Possible answer: Superhero Batman's sidekick is Robin.

12. Give an example of the **reputation** of a store or a restaurant in your neighborhood.

Possible answer: The grocery store has a reputation for great service.

Before You Read



Vocabulary Practice

A. Label the picture with a word from the word bank.

commotion

descendants

embrace

protection



1. descendants 2. protection 3. commotion 4. embrace

B. Match the word to its antonym.

5. d authentic a. energy
6. a fatigue b. plain
7. b glamorous c. proudly
8. c sheepishly d. fake

C. Complete the following paragraph using the correct word from the word bank.

burden

excuses

sacred

stately

The stately queen entered the room wearing her finest gown. The people were celebrating a sacred holiday. The queen did not think her job was a problem or burden because she enjoyed making important decisions. She never made any excuses for her actions. She always did what she thought was best for her people.



Vocabulary Practice

A. Match the words to the correct pictures.

1. captured

2. crowded

3. whispers



B. Write the vocabulary word that has the same meaning as the underlined word or words.

labored

scorned

trembled

4. _____ scorned _____ The cats were treated with dislike by the dog lovers.
5. _____ labored _____ The farmers worked hard for hours to pick all the apples.
6. _____ trembled _____ Diego shook from the cold when he forgot to wear a sweater.

C. Answer each question.

7. Give an example of something that is **ancient**.

_____ a piece of furniture _____

8. Give an example of a person moving **clumsily**.

_____ someone who trips _____

9. Give an example of a place that is **crowded**.

_____ a city _____

After You Read



Role-Play a Conversation

Imagine that you are one of the children of the people who could not fly. What conversation might you have with Toby? Complete the sentences below. Then read the conversation aloud with a partner.

YOU: How old are you?

TOBY: I am 188 years old

_____.

YOU: Where were you born?

TOBY: I was born in _____

Africa

_____.

YOU: How did you learn how to fly?

TOBY: I learned from _____

my mother. She taught me when
I was very little
_____.

YOU: Why didn't you take the slaves who could not fly with you?

TOBY: I did _____

not have time and they were too heavy
_____.

YOU: Why did you laugh at the Master when he tried to kill you?

TOBY: I knew _____

I was going to fly away and he
looked silly
_____.

YOU: What does it feel like to fly?

TOBY: It feels _____

very free
_____.



Vocabulary Practice

A. Write the word that best fits with each picture.

accompanied

concentrate

consent



1. concentrate



2. accompanied



3. consent

B. Find each vocabulary word on page 59. Reread the example sentences. Then check the box next to the best example using the vocabulary word.

4. ☐ Mark **assumed** the dirty pan by washing it in the sink.
☒ Olga **assumed** the library was closed because of the holiday.
5. ☒ My parents must **consent** before we can hold a party at my house.
☐ Fernando cannot **consent** because she woke up late.
6. ☐ Tran **criticized** the chocolate cake to make it cook faster.
☒ A judge **criticized** many of the paintings in the art show.

C. Find the vocabulary words on page 59. Reread the example sentences. Then complete the sentences below using what you know about the vocabulary words.

7. If someone treats you with **ridicule**, you might feel bad.
8. **Inspiration** for an art project can come from things you see around you.
9. The audience at the circus showed the most **enthusiasm** for the elephants.

**Write a Persuasive Letter**

Pretend that you are either Tom Sawyer or José. Write a letter to convince the other boy why your view of work is the right one. Complete the sentences below. Then use those sentences in your letter.

The character I am pretending to be is José.

I believe that hard work is what makes a good person.

The character I am writing to is Tom Sawyer.

I think I am right because people who make others do their work are not fair.

Dear _____,

Your friend,

Vocabulary Practice

A. Write the correct word under each picture.

chat

provisions

recite

shame



1. provisions



2. shame



3. recite



4. chat

B. Match each vocabulary word with its meaning.

c 5. **competently**

a. to put into

d 6. **intimate**

b. rules for deciding if something is good

e 7. **compliments**

c. skillfully

a 8. **infuse**

d. private

b 9. **standards**

e. words of approval

C. Circle the word or phrase that means the same as the boldfaced word. Use a dictionary if you don't know the meaning of a word.

10. During the flood, the water was **cascading** over the wall.

- a. flowing b. lifting c. spinning

11. Volunteer reading organizations work against **illiteracy**.

- a. not being able to see b. not knowing how to read or write c. not liking to cook

12. The **aristocrat** visited the king in his castle.

- a. person related to royalty b. person who writes laws c. person of great height

13. The teacher is **intolerant** of anyone who is late to class.

- a. understanding b. not worried about c. unwilling to accept

14. My neighbor knocks **persistently** until I open the door.

- a. once or twice b. over and over c. with much force

After You Read

I KNOW WHY THE
Caged Bird Sings

Write a Thank-You Letter

Imagine that you are Marguerite. Write a thank-you note to Mrs. Flowers. Tell her how much her friendship means to you. Then read the thank-you note aloud to a partner.

Dear Mrs. Flowers,

Thank you for inviting me to have lemonade and cookies with you. The lemonade was cool and refreshing on such a hot day. I was embarrassed when Momma showed you the inside of my dress. I wanted to run away and hide. But you were so nice.

I was surprised that you talked with my teachers about me. I don't like to speak in class because I don't feel confident. But after I listened to you read, I felt like I could speak better. Your voice is like a song.

The next time I visit, I will be happy to read aloud. You took the time to talk to me, so I wanted to say thank you.

Your friend,

Marguerite



Vocabulary Practice

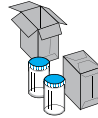
A. Match the words from the word bank to the correct image.

containers

enormous

python

tourists



1. containers

2. enormous

3. tourists

4. python

B. Write T if the statement is true. Write F if it is false.

F 5. An empty room **teems** with people.

T 6. Something that is **exotic** comes from a different country than the one it is in.

F 7. You are **stunned** by something if you are used to seeing it.

T 8. An **opponent** is someone on the other team.

T 9. A **horde** of people is a big crowd.

C. Answer each question with the correct vocabulary word.

ecological
horde

endangerment
invasive

extinction
outlook

10. Which word goes with "the future"? outlook

11. Which word goes with "no longer existing"? extinction

12. Which word goes with "taking over"? invasive

13. Which word goes with "the earth and its systems"? ecological

14. Which word goes with "not in a safe situation"? endangerment

After You Read

Huge, Freed, Pet Pythons
Invade Florida Everglades



Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows **tourists**?



3. Which picture shows a hill that **teems** with ants?



2. Which person looks **stunned**?



4. Which picture shows something that is **enormous**?



B. Complete each sentence with a vocabulary word.

containers endangerment exotic opponent python

5. The fight ended when the champion beat his opponent.
6. Marta's pet python is more than five feet long.
7. The baker put cookies in containers before he sent them to the store.
8. The driver was put in jail for the endangerment of other people's lives.
9. The zoo is a good place to see exotic animals.

C. Think about the informational text. Then complete the following sentences.

ecological extinction horde invasive outlook

10. A horde of tourists saw a python fight an alligator.
11. Animals that are invasive can cause a lot of damage.
12. Pets being released into the wild is an ecological problem.
13. The outlook for Florida is grim, or bad.
14. Some wild animals are facing extinction because of other species.



Write an "Exotic Pets" Flier

Create a flier about exotic pets. Complete the sentences below.

Draw a picture for the flier. Post your flier for the class and talk about it.

Attention Pet Owners!

Do you own an exotic animal? Maybe you own a python
or some other kind of exotic pet.

Exotic animals are great because they come from different
countries. They are exciting and different from other pets

But, exotic animals can be dangerous, too!

They are dangerous because they are taking over the areas
of other animals. They can cause other animals to become extinct. They are very
expensive to control

Please remember to take care of your exotic pets!

Drawings will vary.

Before You Read

FUNCTIONAL DOCUMENTS:

Article, Directions, and Warranty

Vocabulary Practice

A. Label each picture with a word from the word bank.

brakes

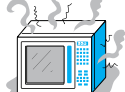
defect

models

reverse



1. reverse



2. defect



3. brakes



4. models

B. Write the word from the word bank that can replace the underlined words.

features

models

original

remove

5. He showed me the main parts of the calculator. features

6. I have to take away the seeds from the pumpkin. remove

7. Before they looked for a new oven, they looked at the different types available. models

8. The first windows were beautiful stained glass. original

C. Complete the following sentences

9. It is **appropriate** to wear fancy clothes to an award ceremony.

10. They changed the **original** title of the song because few listeners liked it.

11. When you **remove** your boots, you take them off (your feet).

12. A hole is a **defect** in a sweater.

Vocabulary Practice

A. Match each word to the correct picture.

1. features

2. reverse

3. remove

4. brakes



B. Complete each sentence with a word from the word bank.

appropriate

features

models

original

5. To draw a copy of a picture, you need to look at the original piece of art.

6. Before you buy a bike, look at a list of its features.

7. Washing machines for clothes come in many different models.

8. The sports uniform that is appropriate for you will be the right size and style.

C. Answer the following questions. Refer to the text to find the answers, if needed.

9. With some bikes, you can remove the rear wheel and the front wheel.

10. In order to find an appropriate bike for you, it helps to know how much you want to spend.

11. Having good brakes on a bicycle is important because they help the bicycle rider slow down and stop.

12. A possible defect in a bicycle is bad gears.

FUNCTIONAL DOCUMENTS:
Article, Directions, and Warranty**Write Technical Directions**

With a partner, write a set of technical directions. Choose an object that you know how to fix if it stops working or is broken. Talk with your partner about the different steps you have to take to fix this object. Then write your directions by finishing the sentences below. Post your directions for the class and talk about them.

These are directions for fixing a clock.
Follow these instructions and gather the supplies that are listed below.

1. You will need to have the following tool(s): _____
a battery; a screwdriver

2. The first thing you need to do is open the back of the clock

3. Be sure to check the size of the battery

4. Then you need to _____
put a new battery of the correct size in the clock

5. To finish up, you should make sure the clock is working

It is always helpful to check if the clock keeps the time
correctly after an hour



Vocabulary Practice

A. Match the words to the correct pictures.

1. awe

2. manner

3. cautiously

4. terror



B. Match each vocabulary word with its meaning.

5. d vain

a. mentally ill; crazy

6. a mad

b. sharp; strong or intense

7. e nervous

c. very great; extreme

8. c mortal

d. unsuccessful

9. b acute

e. upset or uneasy

conceived

profound

refrained

stifled

vexed

C Complete each item using a vocabulary word from above.

10. How do you feel if you are annoyed?

vexed

11. What are you when you try not to laugh in class?

stifled

12. You did this when you kept yourself from saying what you thought.

refrained

13. You did this if you thought of way to win a game.

conceived

14. How do you describe something that was important to you?

profound

After You Read



Write A Police Report

Imagine that you are one of the police officers in the story. Write a police report about what you saw and heard at the home of the old man. Complete the report below. Then read the finished report aloud to a partner.

Why did you go to the old man's house?

A neighbor heard someone scream.

What happened at the house?

A man let us into the house.

What did you find when you looked around the house?

We did not find anything.

What made you think that things were not right?

The man started acting strange.

How did you find out that the man did something wrong?

The man told us that he killed the old man. Then he showed us where
he put the body.

ICARUS & DAEDALUS

Vocabulary Practice

A. Label each picture with a vocabulary word from the box.

afloat

blaze

fluttered

glimpse



1. blaze

2. fluttered

3. afloat

4. glimpse

B. Match each vocabulary word to its synonym.

5. fastened c

a. twisted

6. veered d

b. people

7. imprisoned e

c. attached

8. folk b

d. turned

9. tangled a

e. trapped

C. Write T if the statement is true. Write F if the statement is false.

F 10. If there is a **vacancy**, everything is full.

T 11. If a tree branch **wavered**, it swayed back and forth.

T 12. A **cunning** person is sneaky.

T 13. To **quench** your thirst, you can drink something.

F 14. A **rash** decision is a careful decision.

Before You Read



Vocabulary Practice

A. Match each vocabulary word with its picture.

1. **steed** 2. **stealthy** 3. **gaze** 4. **phantom**



B. Choose a word from the word bank that can replace the underlined words.

defiance **eager** **phantom** **tread**

5. There was a ghost in the movie. phantom
6. The hikers will walk the path with caution. tread
7. Refusing to do what someone says is a form of resistance. defiance
8. She was very ready to go to lunch. eager

C. Complete the following sentences.

9. A **famous** person I have heard about is Possible answer: Will Smith.
10. The cat had to be **stealthy** in order to catch the mouse he was hunting.
11. Something I am **eager** to do after school is Possible answer: play sports.
12. Something that could make me **gaze** is Possible answer: a nice-looking person.

Interview Paul Revere

Help Paul Revere complete the interview below. Then read the completed interview aloud with a partner.

Interviewer: You made a famous ride to warn colonists about the British troops on April, 18, 1775. Did anyone help you?

Paul Revere: Yes, my friend gave me the message by shining lights from the tower of a church.

Interviewer: What did the lights mean?

Paul Revere: The lights meant the British troops were coming. One light meant that the British were coming by land. Two lights meant that the British were coming by sea.

Interviewer: What did you do when you saw the lights?

Paul Revere: I jumped on my horse and I rode to the towns; I yelled to the colonists that the British were coming.

Interviewer: What happened when you rode into the towns to warn the colonists?

Paul Revere: The colonists woke up from their sleep; started getting ready to fight the British.

Interviewer: How did you feel when you rode into the towns warning the colonists?

Paul Revere: I was worried that they wouldn't hear me; I was afraid that I was too late; I was excited that I was able to help them.

Interviewer: Did you know that your ride would become a famous ride in history? Why or why not?

Paul Revere: I thought I might become famous because I helped a lot of colonists.

Before You Read

EXILE

Vocabulary Practice

A. Match the words from the word bank to the correct image.

admire

fled

plunging

waded

1. admire2. waded3. fled4. plunging

B. Match each word with its antonym.

5. c fled

a. rising

6. a plunging

b. gain

7. b loss

c. ran toward

8. d phony

d. real

C. Choose the word or phrase that has the same meaning as the boldfaced word.

9. The shovel broke through the **surface** of the ground.

- a. soil
- ☒ b. top layer
- c. grass

10. Nina's smile was **phony** because she was really sad.

- ☒ a. fake
- b. pretty
- c. brilliant

11. We knew the store was closed because the parking lot was **deserted**.

- a. paved
- ☒ b. empty
- c. crowded

12. We **waded** through the dirty flood water.

- a. swam
- b. ran
- ☒ c. walked

After You Read

EXILE

Vocabulary Check

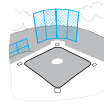
A. Match each word to the correct picture by drawing a line.

1. fled

2. deserted

3. plunging

4. admire



B. Circle the sentence that uses the vocabulary word correctly.

5. a. The **surface** of the water was 9 feet deep.
☒ b. I could see my reflection in the **surface** of the water.
6. ☒ a. I **waded** in the lake.
 b. I **waded** up the wall.
7. ☒ a. The park was **deserted** at night.
 b. The ice cream was **deserted**.
8. ☒ a. The boy **fled** from the bee.
 b. The boy **fled** ten laps around the track.

C. Read how each vocabulary word is used in "Exile." Then answer the questions.

9. When the speaker **fled** her country, where did Papi tell her they were going?

to the beach

10. Why do you think the speaker's uncles give **phony** laughs?

The uncles pretend they are not worried, so the children will not be afraid.

11. What **loss** does the speaker experience?

She loses her home.

12. What do the speaker and her father **admire** as they walk in New York City?

They admire a store display window.

After You Read

EXILE

Write A Postcard

Imagine that you are the speaker of "Exile." Write a postcard to a friend back home. Use at least one metaphor.



Dear Celia,

When I left our country, I felt sad. My uncles made a joke about learning to swim. The idea of swimming helps me talk about my experience because you have to work to stay above water in a new country.

One day, Papi and I went for a walk in New York City. We looked at a display window and saw a scene of a family at the beach that looked very different from my family.

The truth is, I still feel unsure about my new home. I really miss you!

Your friend,

Vocabulary Practice

A. Match each word to the correct picture by drawing a line.

1. raggedly

2. hovered

3. mighty

4. command



B. Write the correct vocabulary word next to each definition.

hovering

mighty

raggedly

wretched

5. very unhappy

wretched

6. a feeling about something

sentiment

7. powerful

mighty

8. flew in one place

hovered

C. Circle the phrase that means the same as the boldfaced word.

9. Alonso is **undermining** my election campaign by taking my posters down.

- a. doing something illegal
- ☒ b. weakening
- c. working in a mine

10. Mr. Lin was **yearning** to see his wife again.

- ☒ a. wanting
- b. crying
- c. refusing

11. The general will **command** the troops directly.

- a. lead
- ☒ b. give orders to
- c. choose

12. I am sick of this **wretched** weather.

- ☒ a. terrible
- b. unusual
- c. pleasant

After You Read

New Colossus

and

Childhood



Write a Postcard

Imagine that you have just visited the Statue of Liberty. You are writing a postcard to a friend or relative. Complete the postcard to tell how you felt when you saw the statue.



Hello from the Statue of Liberty!

I did not expect the Statue of Liberty to be so big and beautiful.

Did you know that there is a poem written on the pedestal?

When I saw the statue, I felt very impressed.

It made me think of how people must have felt when they first

arrived in the United States.

You should come visit the Statue of Liberty because _____

it is an interesting part of American history.

Sincerely,

Vocabulary Check

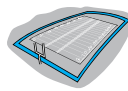
A. Match the words to correct pictures.

1. gleam

2. petal

3. broad

4. parched



B. Complete each sentence with the correct vocabulary word.

damp

distant

parched

strutting

5. We turned on the sprinklers because the grass was brown and parched.
6. The distant mountain looks very small from far away.
7. The winning football team was strutting off the field.
8. I put a damp towel on my shoulders because it was hot outside.

C. Use each vocabulary word in a sentence.

9. threatening

Possible answer: The big dog with the pointy teeth looked threatening.

10. damp

Possible answer: My shirt was damp because I was outside in the rain.

11. broad

Possible answer: I visited Paris and walked down its broad streets.

12. distant

Possible answer: Sometimes I daydream about visiting distant countries.

Vocabulary Practice

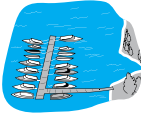
A. Write the vocabulary word that fits each picture.

mass

port

victor

voyage



1. victor 2. port 3. mass 4. voyage

B. Write T if the statement is true. Write F if the statement is false.

- T 5. If your car ride was **fearful** you were probably scared.
T 6. You can go on a **voyage** to a different country.
F 7. If you **sought** to win something, you did not care about it.
F 8. You lost the game if you are the **victor**.

C. Circle the letter of the sentence that uses the vocabulary word correctly.

9. a. The **object** of school is to learn.
 b. The student received an **object** on the report card.
 10. a. The hurricane **weathered** the town.
 b. They **weathered** the hurricane inside their home.
 11. a. A great **mass** of people was at the concert.
 b. It was difficult to remove the **mass** from my shoe.
 12. a. Paula put a **port** in her car.
 b. The ship stayed in **port** during the storm.

O Captain! My Captain!

Write an Interview

Imagine you are Walt Whitman and you are being interviewed. Write the answers that Whitman might give to the questions the interviewer asks. Then read aloud the interview with a partner.

Interviewer: Welcome, Mr. Whitman. I know you greatly admired President Abraham Lincoln. How did President Lincoln inspire you to write your poem?

Whitman: I was very moved by the events of the Civil War. I could not imagine this nation being divided into two separate sections. The Union finally won the Civil War in 1865. Right after that, President Lincoln was shot and killed. I had to write a poem to honor him.

Interviewer: Why did you compare the nation after the war to a ship returning from a difficult journey?

Whitman: I felt that the Nation had many battles, like ships sometimes have. Many people in the nation were cheering for the President just like people cheer for ships when they return home

Interviewer: Why do you think Lincoln was a great hero?

Whitman: I think Lincoln was a great hero because he helped bring the nation together. He helped to end slavery

Interviewer: How do you think Lincoln helped the nation?

Whitman: I think Lincoln helped the nation by helping to end the Civil War. He helped to free enslaved people in America

Interviewer: Do you think people will remember your poem for years to come? If so, why?

Whitman: Yes, I think other people who admire President Lincoln will read it. Yes, the Civil War will be an important part of history

My Father's Song and *I Ask My Mother to Sing*

Vocabulary Practice

A. Draw a line from each word to the correct picture.

1. cry 2. overturned 3. water lilies



B. Circle the letter of the best word or words to replace each underlined word.

4. The tiny rabbit hopped through the fence.
☒ a. very small b. large c. big
5. The students sway to the sounds of the music.
 a. stand still b. sit down ☒ c. move back and forth
6. The tree is alive because it has many green leaves.
☒ a. not dead b. tired c. dead
7. The movie is full of emotion. It made me happy.
 a. actors ☒ b. feeling c. images

C. Write a sentence using the vocabulary word.

8. scooped

Terrell scooped some ice cream out of the box.

9. emotion

Carla showed a lot of emotion when she opened the gift.

11. overturned

The overturned car's roof was smashed.

10. cry

My brother will cry if I take his toy.

Write a Letter

Imagine that you are the poet in "My Father's Song." Write a letter to your father. Tell him how you remember the day from the poem. Explain why you remember that day.

Dear Father,

I liked when we planted corn together during the spring. I really liked the one day when we discovered the mice in the the overturned furrow. I remember the mice looked like tiny pink animals. I thought it was nice of you to scoop up the mice and tell me to touch them; take them to the edge of the field and put them in the shade. I think you moved the mice because you didn't want them to get hurt; you wanted to put them in the shade. I also remember what the earth felt like that day. The sand felt cool and dry, soft, moist.

I will always remember this day, because you saved mice from getting hurt; you showed me mice and let me touch them; you said things to me.

Sincerely,

Your son

Flowers for Algernon

Vocabulary Practice

A. Match each vocabulary word to the correct picture.

1. confidence 2. experiment 3. memory 4. discouraged



B. Complete each sentence with a word from the list.

ashamed

intelligence

permanent

temporary

5. Adela used her intelligence to solve the math problem.
 6. The freezing weather was only temporary, and soon it began to warm up.
 7. Luis was ashamed of his mistake.
 8. I have a permanent scar on my leg from when I fell.

C. Read each phrase. Then answer the question.

9. **an idea in the subconscious**

Are you aware of this idea or unaware of it? unaware of it

10. **a school laboratory**

Do you use it for your science class or math class? science class

11. **a plateau in excitement**

Are things becoming more exciting or staying the same? staying the same

12. **a thought in your conscious**

Do you remember this thought or forget it? remembered it

Vocabulary Practice

A. Label each picture with a vocabulary word from the box.

arrest

brisk

concealed

creaking



1. brisk



2. concealed



3. creaking



4. arrest

B. Write the vocabulary word that means the same as the underlined word or phrase.

arrest

protectors

sparsely

tension

sparsely

5. The yard was barely decorated with flowers.

protectors

6. Always wear safety glasses for your eyes when you work with tools.

arrest

7. If you don't pay the fine, the police might capture you.

tension

8. The feeling of discomfort between the arguing brothers was high.

C. Write a sentence for each vocabulary word.

9. **conspicuous**

Possible answer: The clown looked conspicuous walking down the street.

10. **loathe**

Possible answer: I never cook fish because I loathe it.

11. **longed**

Possible answer: Reyhan finally got the game he longed for.

12. **sparsely**

Possible answer: The bedroom was sparsely furnished.

After You Read

from
*The Diary
of
Anne Frank*

Role-Play an Interview

Prepare an interview that you and a partner will role-play. Pretend that you are Miep Gies and you are describing your experiences to a reporter. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner.

REPORTER: How did you meet Mr. Frank?

MIEP GIES: I worked with Mr. Frank
before the Germans came to Amsterdam

REPORTER: How old were you when the Frank family went into hiding?

MIEP GIES: I was nineteen

REPORTER: Why did you start helping the White Market?

MIEP GIES: I believed that the Germans
were wrong. I thought that the White
Market was the best way to help

REPORTER: Were you afraid to help the Frank family?

MIEP GIES: Yes. But I trusted them and
they trusted me. They were my friends
and needed help

REPORTER: How often did you visit the Frank family while they were in hiding?

MIEP GIES: I tried to stop by with supplies
every day

REPORTER: What did you bring the Frank family?

MIEP GIES: I brought medicine, food,
and books for Anne

REPORTER: How were you able to keep your assistance to the Frank family a secret from everyone?

MIEP GIES: I had to act like I didn't
know anything

REPORTER: What was your biggest fear during the time the Frank family was hiding?

MIEP GIES: The Nazis finding them

REPORTER: What do you remember best about Anne and her family?

MIEP GIES: They loved each other

REPORTER: What do you want people to know about Anne and her family?

MIEP GIES: That they were wonderful
people

Vocabulary Practice

A. Label each picture with a word from the word bank.

concrete

laser

strength

target



1. target



2. strength



3. concrete



4. laser

B. Complete each sentence with a word from the word bank.

architects

evacuation

increases

resist

5. Dalia and Neil go to school to become architects.

6. The mayor orders an evacuation of the city before the hurricane.

7. Amina's height increases each year.

8. The tree is strong, so it can resist the wind.

C. Complete the following sentences with your own examples.

9. **Architects** draw plans for buildings such as

Possible answer: the Sears tower

10. Eating healthy food **increases** your chance of

Possible answers: living longer; losing weight; not getting sick

11. **Strength** is important in order to

Possible answers: lift things; play sports

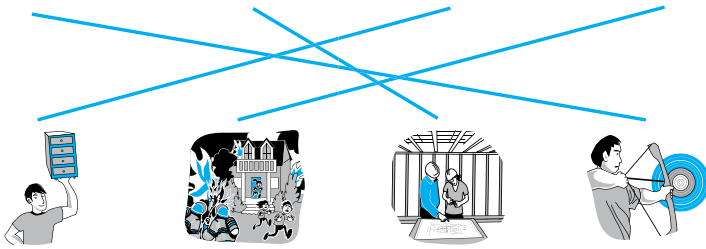
12. Juanita's **target** for school this year is

Possible answer: to get a B average

Vocabulary Check

A. Match each vocabulary word with its meaning.

1. **target** 2. **architects** 3. **strength** 4. **evacuation**



B. Replace the underlined words with a word from the word bank.

concrete laser resist strength

5. strength I have the ability to lift heavy objects.
 6. laser She used a narrow beam of light to point to the projection screen.
 7. resist The metal fence will help the plants withstand the force of the wind.
 8. concrete The basketball court is made of hard building material made from cement.

C. Complete the sentences below. Write the letter of the correct answer on the blank line.

9. If something **increases**, it b .
 a. creases
 b. gets bigger
 c. gets smaller
10. If there is an **evacuation**, you should a .
 a. leave the building
 b. stand by a wall
 c. stay where you are
11. When you **resist**, you a .
 a. stay strong
 b. do not like something
 c. rest
12. The **target** when you shoot a basketball is c .
 a. the ball
 b. the court
 c. the basket

Write A Magazine Article

Imagine you are writing a magazine article about skyscrapers of the future. You want to tell readers why skyscrapers need to be safer and what architects are doing to help.

Remember to include text features such as a title, subheads, and a small picture to help the reader. Show your magazine article to the class and talk about it.

Title: Possible answer: Safer Buildings Coming Soon!

Skyscrapers are very tall buildings. Skyscrapers can be a target of terrorist attacks. Architects and engineers are working hard to build the world's safest tall building.

Subhead: Possible answer: What materials will we use?

Builders are now using new materials to build buildings. The materials builders are using include Possible answer: concrete and stainless steel.

Builders are working hard to find answers to many questions that could make skyscrapers safer. One question asks if people could use sensitive laser machines to Possible answer: find harmful chemical.

There is a lot of work to be done. But a safer skyscraper Possible answer: is needed; could be here soon.

The next skyscrapers may look like this:

drawing of a skyscraper made mostly of cement, with a laser on top

Before You Read



and



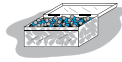
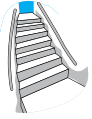
Vocabulary Practice

A. Label each picture with a vocabulary word.

landings

splinters

tacks



1. landings

2. splinters

3. tacks

B. Circle the correct meaning of each vocabulary word.

4. **harmony**

argument

agreement

speech

fighting

5. **battles**

dances

buildings

struggles

exercises

6. **crystal**

dirty

shiny

pretty

clear

C. Circle the letter of the word or phrase that has the same meaning as the boldfaced word.

7. The walls of the room are **bare**.

a. dirty

b. decorated

c. uncovered

8. There are many trees **along** the road.

a. following the side

b. to the front

c. to the back

9. My mom removes **splinters** from my hand.

a. stains of wood

b. pieces of wood

c. colors of wood



and



Write an Advice Column

Imagine that you write an advice column for a newspaper. You received a letter from a person who feels discouraged. Answer by writing a letter telling the person not to give up. Use ideas from both poems.

Dear _____,

Thank you for your letter. I know how you feel because
I feel discouraged sometimes, too

Life can be hard. People will try to discourage you, but
don't listen to them

Life is like a staircase because
sometimes it is difficult to move forward

You should remember how far you've come and not give up

You have a right to be happy on this planet even when you
do not fit in; do not succeed; can't do what other
people want

And when you succeed, you will
feel very proud because you worked so hard

Good luck!

This glossary lists the vocabulary words found in the selections in this book. The definition given is for the word as it is used in the selection; you may wish to consult a dictionary for other meanings of these words. The key below is a guide to the pronunciation symbols used in each entry.

Pronunciation Key					
a	at	ō	hope	ng	sing
ā	ape	ô	fork, all	th	thin
ä	father	oo	wood , put	<u>th</u>	this
e	end	ōō	fool	zh	treasure
ē	me	oi	oil	ə	ago , taken, pencil,
i	it	ou	out		lemon, circus
ī	ice	u	up	'	indicates primary stress
o	hot	ū	use	'	indicates secondary

English

A

accelerating (ak sel' ə rāt ing) *v.* speeding up

accompanied (ə kəmp' nēd) *v.* went with

acute (ə kūt') *adj.* sharp; very strong

admire (ad mīr') *v.* to look at with delight or respect

advice (əd vīs') *n.* an opinion about what to do; suggestion

afloat (ə flōt') *adv.* floating on water

alive (ə līv') *adj.* filled with life; not dead

Espanol

A

accelerating/acelerar *v.* aumentar la velocidad

accompanied/acompañó *v.* fue con alguien a algún lado

acute/agudo *adj.* muy fino; fuerte o intenso

admire/admirar *v.* ver algo con sentimiento de placer y respeto

advice/consejo *s.* opinión sobre lo que una persona debe hacer; sugerencia

afloat/a flote *adv.* manteniéndose sobre el agua, flotando

alive/vivo *adj.* lleno de vida; que no está muerto

along (ə lɒŋɡ') *adv.* onward; following the length of

ancient (ān(t)'shənt) *adj.* very old

annual (an' ū əl) *adj.* something that happens every year

apprehensively (ap' ri hen' siv lē) *adv.* with worry or anxiety about what is going to happen

appropriate (ə prō' prē it) *adj.* just right for a person or situation

architects (är' kə tekts) *n.* people who design buildings

aristocrat (ə ris' tə krat) *n.* a person who is related to royalty or acts that way

arrest (ə rest') *v.* to capture someone for breaking a law

ashamed (ə shāmd') *adj.* feeling embarrassed or guilty

assemble (ə sem' bəl) *v.* to come together; to put together

assumed (ə sümd') *v.* thought of something as a fact

authentic (ô then' tik) *adj.* real; not fake

avert (ə vurt') *v.* to prevent or stop from happening

awe (ô') *n.* great fear or wonder

B

banister (ban' is tər) *n.* a handrail along a staircase

along/de frente *adv.* hacia adelante; siguiendo el curso de algo

ancient/antiguo *adj.* muy viejo

annual/anual *adj.* algo que ocurre cada año

apprehensively/temerosamente *adv.* con miedo o ansiedad con respecto a lo que va a pasar

appropriate/apropiado *adj.* preciso, conveniente o correcto para determinada persona o situación

architects/arquitectos *s.* personas que se encargan de diseñar edificios

aristocrat/aristócrata *s.* persona que pertenece a la nobleza o que actúa como si perteneciera a la misma

arrest/arrestar *v.* capturar a alguien por quebrar una ley

ashamed/avergonzado *adj.* que se siente apenado o culpable

assemble/reunir *v.* hacer que algunas personas o cosas se junten; juntar

assumed/supuso *v.* consideró algo como cierto o verdadero; del verbo suponer

authentic/auténtico *adj.* algo real; que no es falso

avert/prevenir *v.* tomar medidas para impedir que algo pase

awe/pavor *s.* miedo intenso o sobresalto

B

banister/barandilla *s.* pasamanos a lo largo de las escaleras

bare (bār) *adj.* without any covering

barricades (bar' ə kādʒ) *n.* a temporary barrier

battles (bat' əlz) *n.* fights or struggles

beloved (bi luv' id) *adj.* dearly cared for or taken care of

blaze (blāz) *n.* a hot fire

brakes (brāks) *n.* devices used to slow down or stop a wheel from turning

brisk (brisk) *adj.* quick and full of energy

broad (brôd) *adj.* very wide

burden (bærd' ən) *n.* a stress or difficulty

C

captured (kap' chærd) *v.* caught, trapped

cascading (kas kād' ing) *v.* flowing down fast

challenge (chal' inj) *n.* an exciting task or problem

chanted (chant' əd) *v.* said or called over and over

chat (chat) *v.* talk, have a conversation

clumsily (kləm' zə lē) *adv.* moving with difficulty; tripping or falling a lot

clumsy (klum' zē) *adj.* awkward

bare/desnudo *adj.* que está completamente descubierto

barricades/barricadas *s.* barreras temporales

battles/batallas *s.* peleas o luchas

beloved/amado *adj.* muy querido; que disfruta de cariño

blaze/incendio *s.* fuego grande que quema todo lo que toca

brakes/frenos *s.* mecanismo que se usa para quitar velocidad o impedir que una rueda siga dando vueltas

brisk/enérgico *adj.* muy activo y lleno de fuerza o dinamismo

broad/amplio *adj.* muy ancho

burden/carga *s.* peso, molestia o dificultad

C

captured/capturó *v.* atrapó o agarró

cascading/caer en cascada *v.* caída veloz de una corriente de agua

challenge/desafío *s.* una tarea o problema estimulante

chanted/corear *v.* cantar o gritar palabras de aliento una y otra vez

chat/charlar *v.* hablar, tener una conversación

clumsily/torpemente *adv.* moverse con dificultad, tropezando o cayendo con frecuencia

clumsy/inepto *adj.* torpe

command (kə mand') *v.* to lead; to give an order

commotion (kə mō' shən) *n.* a loud disturbance

companion (kəm pan' yən) *n.* a person who keeps another person company

competently (kom'pæt ənt lē) *adv.* with skill

complete (kəm plēt') *adj.* whole; not missing any parts

complimentary (kom' plə men' tər ē) *adj.* free of charge

compliments (kom' plə mənts) *n.* praise or approval

concealed (kən sēld') *adj.* hidden

conceived (kən sēvd') *v.* planned

concentrate (kən' sən trāt) *v.* to give attention to or put effort into

concrete (kon krēt) *n.* a strong material you use to build things

confidence (kon' fə dəns) *n.* trust in yourself or someone else

confusion (kən fū' zhən) *n.* the condition when things are out of order

congratulate (kən grach' ə lāt') *v.* tell someone you are happy that they have done well

conscious (kon' shəs) *n.* a part of the mind that stores thoughts, feelings, and experiences that a person remembers

command/mandar *v.* liderar, dirigir; dar órdenes

commotion/conmoción *s.* un gran alboroto

companion/compañero *s.* alguien que proporciona compañía a otra persona

competently/competentemente *adv.* con habilidad, capacidad o destreza

complete/completo *adj.* entero; que no ha perdido ninguna de sus partes

complimentary/gratuito *adj.* que no tiene costo alguno

compliments/cumplidos *s.* muestras de elogio o aprobación

concealed/oculto *adj.* escondido

conceived/concibió *v.* planeó; creó ideas

concentrate/concentrar *v.* prestar mucha atención o esforzarse mucho al hacer algo

concrete/concreto *s.* material fuerte que se utiliza en la construcción

confidence/confianza *s.* seguridad que uno siente con respecto a otra persona o a sí mismo

confusion/confusión *s.* situación en la que no hay control ni orden

congratulate/congratular *v.* decirle a alguien que uno está contento con sus logros

conscious/consciencia *s.* parte de la mente que almacena pensamientos, sentimientos y experiencias que una persona recuerda

consent (kən sent') *v.* to give permission

conspicuous (kən spik' ū əs) *adj.* easy to see

containers (kən tā' nərz) *n.* things that hold other things

convincing (kən vin' sing) *v.* able to make people believe something

covet (kə' vət) *v.* to want very much

creaking (krēk'ing) *adj.* making a grinding or squeaking sound

criticized (kri' tə sīzd) *v.* judged the good and bad parts of something

crouch (krouch) *v.* lower one's body close to the ground

crowded (krou' did) *adj.* full of people or objects

cry (kri') *v.* to shed tears

crystal (krist' əl) *adj.* clear like glass

cunning (kun' ing) *adj.* smart and sneaky

D

damp (damp) *adj.* wet or moist

defect (dē' fekt) *n.* a flaw or physical problem

defiance (di fī' əns) *n.* bold resistance

deposit (di poz' it) *n.* money given as a first part of a payment

consent/consentir *v.* dar permiso

conspicuous/sobresaliente *adj.* que destaca en un grupo; muy visible o notorio

containers/envases *s.* recipientes que sirven para guardar cosas

convincing/convincente *adj.* capaz de hacer que la gente crea algo

covet/codiciar *v.* desear algo muchísimo

creaking/chirriante *adj.* que produce un sonido agudo y crujiente

criticized/criticó *v.* opinó sobre las partes buenas y las partes malas de algo

crouch/agazaparse *v.* encoger el cuerpo contra el suelo

crowded/repleto *adj.* lleno de gente u objetos

cry/llorar *v.* derramar lágrimas

crystal/cristalino *adj.* transparente como un vidrio

cunning/astuto *adj.* inteligente, hábil y cuidadoso

D

damp/húmedo *adj.* mojado o aguado

defect/defecto *s.* falla o imperfección

defiance/resistencia *s.* capacidad de resistir o aguantar con valor y atrevimiento

deposit/pago inicial *s.* dinero que uno da como primera parte de un pago

descendants (di sen' dants) *n.* the children and grandchildren of a person

deserted (di zurt' əd) *adj.* empty; abandoned

destined (des' tænd) *adj.* set apart for a particular end or purpose

discouraged (dis kur' ijd) *adj.* feeling like you do not believe in yourself

distant (dis' tənt) *adj.* far away

distant (dis' tənt) *adj.* far away

E

eager (ē' gər) *adj.* excited

ecological (ē' kə loj' i kəl) *adj.* about living things and how they affect the world around them

embrace (em brās') *v.* to hug

emit (i mit') *v.* to let something out; to give off

emotion (i mō' shən) *n.* the state of how someone feels

employer (em ploi' ər) *n.* a person or company that pays people to do a job

endangerment (en dān' jər mənt) *n.* the act of putting something or someone into an unsafe situation

enforce (en fōrs') *v.* to make sure people obey a law or rule

enormous (i nōr' məs) *adj.* very big

enthusiasm (in thü' zē a zəm) *n.* strong interest or excitement about something

descendants/descendientes *s.* hijos y nietos de una persona

deserted/abandonado *adj.* vacío; deshabitado

destined/destinado *adj.* señalado o determinado para algún fin o efecto

discouraged/desanimado *adj.* que se siente sin ánimos, como cuando uno no cree en sí mismo

distant/distante *adj.* muy lejano

distant/distante *adj.* muy lejos

E

eager/entusiasmado *adj.* lleno de emoción

ecological/ecológico *adj.* relacionado con los seres vivos y la manera en que influyen en el mundo que les rodea

embrace/abrazar *v.* dar abrazos

emit/emitir *v.* dejar que algo salga al exterior; despedir

emotion/emoción *s.* estado que muestra lo que uno verdaderamente siente

employer/empleador *s.* persona o empresa que paga a cierta gente para que realice un trabajo

endangerment/peligro *s.* situación en que algo o alguien se encuentra inseguro

enforce/hacer cumplir *v.* hacer que la gente obedezca una ley o una regla

enormous/enorme *adj.* muy grande

enthusiasm/entusiasmo *s.* interés vivo o exaltación que se siente por algo

equipment (i kwip'mənt) *n.* special tools or supplies

escort (es' kort) *n.* a person or group of people who go with someone to give protection

evacuation (i vak' ū ā' shən) *n.* the act of leaving, usually in an emergency

excuses (iks kūs' əs) *n.* reasons

exotic (ig zot' ik) *adj.* from another country; not native to the place where it is found

experiment (iks per' ə ment') *n.* a trial or test to discover something

explode (iks plōd') *v.* to burst or blow up

extinction (iks tingk' shən) *n.* when all of one kind of plant or animal dies

F

famous (fā' məs) *adj.* well known

fastened (fas' ən) *v.* attached together

fatigue (fə tēg') *n.* loss of strength, very tired

fearful (fēr' fəl) *adj.* terrible

features (fē'chərz) *n.* major parts or characteristics

fled (fled) *v.* ran away from

fluttered (flut' ərd) *v.* waved or moved in the air

equipment/equipo *s.* conjunto de herramientas o materiales especiales

escort/escolta *s.* persona o grupo de personas que acompañan a alguien dándole protección

evacuation/evacuación *s.* el acto de abandonar un lugar, usualmente cuando hay una emergencia

excuses/excusas *s.* motivos o razones

exotic/exótico *adj.* procedente de otro país; que no pertenece al lugar donde ha sido encontrado

experiment/experimento *s.* prueba o examen que sirve para descubrir algo

explode/explotar *v.* reventar o estallar

extinction/extinción *s.* situación en que todos los miembros de una especie animal o vegetal mueren

F

famous/famoso *adj.* muy conocido

fastened/fijar *v.* asegurar una cosa en otra; juntar; sujetar; abrochar

fatigue/fatiga *s.* pérdida de fuerza y energía, cansancio

fearful/espantoso *adj.* terrible

features/características *s.* cualidades o rasgos de una persona o cosa

fled/huyó *v.* escapó de algún lugar o situación

fluttered/ondeó *v.* se movió en el aire formando ondas

folk (fōk) *n.* people who live in a certain area

frantically (fran' ti kə lē) *adv.* quickly or excitedly

G

gaze (gāz) *v.* to look at something for a while

glamorous (glam' ə r ə s) *adj.* attractive or fascinating

glance (glans) *v.* look at quickly

gleam (glēm) *v.* shine

glimpse (glimps) *n.* a quick look at something

glimpse (glimps) *n.* a quick view or look

global (glō' bəl) *adj.* having to do with the whole Earth

graceful (grās' fəl) *adj.* moving with beauty and ease

grateful (grāt' fəl) *adj.* thankful

guides (gīds) *n.* people or things who lead others

H

harmonica (här mon' i kə) *n.* a small rectangular wind instrument

harmony (här' mə nē) *n.* an agreement of feelings or ideas

hollering (hol' ə r ing) *v.* screaming or crying out

folk/gente *s.* grupo de personas que viven en cierta área

frantically/frenéticamente *adv.* de manera exaltada y agresiva; con mucha rapidez

G

gaze/observar *v.* mirar fijamente algo por un momento

glamorous/glamoroso *adj.* atractivo y fascinante

glance/ojear *v.* mirar algo rápidamente

gleam/relucir *v.* brillar

glimpse/ojeada *s.* una mirada rápida a algo

glimpse/ojeada *s.* una mirada rápida y superficial

global/global *adj.* relacionado con todo el planeta Tierra

graceful/elegante *adj.* que se mueve con facilidad y belleza

grateful/agradecido *adj.* que da las gracias

guides/guías *s.* gente o cosas encargadas de conducir o dirigir a un grupo

H

harmonica/armónica *s.* instrumento de viento pequeño y rectangular

harmony/armonía *s.* concordancia de sentimientos o ideas

hollering/gritar *v.* chillar o lanzar gritos

horde (hôrd) *n.* a big crowd of people or animals

hovered (hæv' ərd) *v.* hung or flew above

howled (hould) *v.* gave out a loud, long cry

I

illiteracy (i lit' ə ə sē) *n.* not being able to read or write

imprisoned (im priz' ənd) *v.* put in a prison

increases (in krēs' es) *v.* becomes larger or greater

infuse (in fūz') *adj.* to put into; to fill

inspiration (in spə rā' shən) *n.* an action, person, or thought that causes someone to have an idea

integrated (in' tə grāt' əd) *v.* made available to people of all races

intelligence (in tel' ə jəns) *n.* the ability to learn and understand

intimate (in' tə mit) *adj.* close and personal

intolerant (in tol' ə ənt) *adj.* not accepting

invasive (in vā' siv) *adj.* likely to spread and do harm

L

laboratory (lab' rə tōt' ē) *n.* a room or building where scientific tests are done

horde/multitud *s.* grupo numeroso de personas o animales

hovered/planeó *v.* estuvo suspendido o voló por encima de algo

howled/auzó *v.* lanzó un grito fuerte y prolongado

I

illiteracy/analfabetismo *s.* desconocimiento de la lectura o la escritura

imprisoned/apresado *v.* capturado y puesto en la cárcel

increases/crece *v.* aumenta de volumen o tamaño

infuse/infundir *v.* inspirar; llenar; comunicar

inspiration/inspiración *s.* acción, persona, cosa o pensamiento que genera en alguien ideas

integrated/integrar *v.* juntar, completar; hacer que algo sea accesible para gente de toda raza

intelligence/inteligencia *s.* capacidad para comprender y aprender

intimate/íntimo *adj.* muy cercano y personal

intolerant/intolerante *adj.* que es incapaz de aceptar algo

invasive/invasivo *adj.* con posibilidad de propagarse y causar daño

L

laboratory/laboratorio *s.* cuarto o edificio donde se llevan a cabo experimentos científicos

labored (lā' bərd) *v.* worked hard

lack (lak) *n.* being without; absence

landings (lan' dingz) *n.* the flat part of a staircase between a groups of steps

laser (lā' zər) *n.* a device that uses a strong, narrow beam of light

lecture (lek' chər) *n.* a serious or scolding speech

liable (lī' ə bəl) *adj.* likely

loathe (lōth) *v.* to dislike very much; hate

longed (lôngd) *v.* wanted very much

looming (loōm' ing) *adj.* seeming to be large and dangerous

loss (lôs) *n.* the fact of losing something

M

mad (mad') *adj.* mentally ill; crazy

majesty (maj' is tē) *n.* greatness

manner (ma' nər) *n.* a way of acting or behaving

mass (mas) *n.* a large number of people

memory (mem' ə r ē) *n.* the ability to remember

mighty (mī' tē) *adj.* powerful

labored/laboró *v.* trabajó duro

lack/carencia *s.* falta de algo; ausencia

landings/rellano *s.* plataforma de las escaleras, ubicada entre grupos de gradas

laser/láser *s.* aparato que emplea un rayo de luz angosto y poderoso

lecture/sermón *s.* discurso serio y solemne; palabras con que se regaña a alguien

liable/probable *adj.* posible

loathe/detestar *v.* odiar algo con mucha fuerza

longed/anheló *v.* deseó con mucha fuerza

looming/amenazante *adj.* que parece peligroso y muy grande

loss/pérdida *s.* resultado de haber perdido algo

M

mad/loco *adj.* que tiene una enfermedad mental; chiflado

majesty/majestad *s.* grandeza

manner/maneras *s.* modo de actuar o comportarse

mass/masa *s.* gran cantidad de gente reunida

memory/memoria *s.* capacidad para recordar

mighty/poderoso *adj.* que tiene poder o fuerza

models (mod' əlz) *n.* types or styles of an object

mortal (môr' təl) *adj.* very great; extreme

O

object (ob'jekt) *n.* the goal; what someone wants to get or do

octave (ok' tiv) *n.* in music, the space between a note and eight notes above or below it

opponent (ə pō' nənt) *n.* enemy; someone one is fighting against

original (ə rij' ə nəl) *adj.* not copied; first

outlook (out' look) *n.* what the future might be

overturned (ō' vər turnd') *adj.* turned over, upside-down

P

parched (pärcht) *adj.* totally dry; having no water anywhere

permanent (pur' mə nənt) *adj.* lasting forever

persistently (pər sis' tənt lē) *adv.* without giving up; for a long time

petal (pet' əl) *n.* the colorful leaf of a flower

phantom (fan' təm) *adj.* ghostlike

models/modelos *s.* tipos o estilos de un objeto

mortal/mortal *adj.* muy fuerte y grande; inaguantable

O

object/objetivo *s.* meta; algo que uno quiere alcanzar o lograr

octave/octava *s.* en música, el espacio entre una nota y las ocho notas que están encima o debajo de ella

opponent/oponente *s.* enemigo, rival; persona a la cual uno se enfrenta en una pelea o discusión

original/original *adj.* que no es copia de ninguna otra cosa; primero en su género

outlook/perspectiva *s.* modo en que puede darse el futuro

overturned/volcado *adj.* derribado; puesto al revés o de cabeza

P

parched/reseco *adj.* totalmente seco; que no tiene agua en ningún lado

permanent/permanente *adj.* que dura por siempre

persistently/persistentemente *adv.* con insistencia; sin rendirse; por mucho tiempo

petal/pétalo *s.* la hoja colorida de una flor

phantom/fantasmal *adj.* relacionado o parecido a los fantasmas

phony (fō' nē) *adj.* fake; not real

plateau (pla tō') *n.* a period of time when little happens or things stay the same

plunging (plunj' ing) *v.* going downward into; diving

port (pôrt) *n.* a place where ships can dock safely

portion (por' shən) *n.* a part of a whole

power (pou' ər) *n.* great ability to act or to do something; strength; force

profound (prə found') *adj.* showing great understanding or knowledge

protection (prə tek' shən) *n.* a guard against danger

protectors (prə tek' tərz) *n.* people or objects that keep other people or objects safe

protestors (prō test' ərz) *n.* people who gather in public to object to something

provisions (prə vizh' ənz) *n.* goods or supplies

pure (pyoor) *adj.* not mixed with anything else

python (pī' thon) *n.* a type of large snake that kills its prey by wrapping around it and squeezing

Q

quench (kwench) *v.* satisfy or take care of a need

phony/falso *adj.* que no es real; fingido

plateau/estancamiento *s.* situación o momento en que todo se mantiene igual o en que pocas cosas pasan

plunging/sumergirse *v.* lanzarse dentro del agua; zambullirse o hundirse

port/puerto *s.* lugar al que los barcos pueden llegar de manera segura

portion/porción *s.* una parte del todo

power/poder *s.* amplia capacidad para actuar o hacer algo; energía; fuerza

profound/profundo *adj.* que muestra un gran entendimiento y conocimientos amplios

protection/protección *s.* defensa contra el peligro

protectors/protectores *s.* personas u objetos que proporcionan protección o seguridad a la gente

protestors/manifestantes *s.* grupo de personas que se reúnen en público para oponerse a algo

provisions/provisiones *s.* bienes, alimentos y cosas necesarias

pure/puro *adj.* que no está mezclado con nada

python/pitón *s.* tipo de serpiente larga que mata a su presa envolviéndola y apretándola

Q

quench/saciar *v.* satisfacer una necesidad

R

raggedly (rag' id lē) *adv.* in a way that is rough or torn

rash (rash) *adj.* quick or done without thinking

rave (rāv) *v.* to talk about excitedly

reception (ri sep' shən) *n.* greeting; welcome

recite (ri sīt') *v.* speak aloud from memory

refrained (ri frānd') *v.* to keep from doing or saying something

rejoiced (ri joisd') *v.* celebrated; felt happy

remove (ri moōv') *v.* to take something off

reputation (rep' yə tā' shən) *n.* what most people think about a person or a thing

resist (ri zist') *v.* to remain strong against some force

reverse (ri vers') *adj.* the opposite order or direction

ridicule (ri' də kyül) *n.* mean words or actions that make fun of someone or something

risky (ris' kē) *adj.* dangerous; unsafe

routes (routs) *n.* ways to get from one place to another

R

raggedly/andrajosamente *adv.* de modo tal que se muestra muy gastado o roto

rash/precipitado *adj.* hecho al apuro y sin pensar

rave/desvariar *v.* hablar de manera exaltada o con mucha emoción

reception/recepción *s.* reunión para dar la bienvenida

recite/recitar *v.* decir algo en voz alta y de memoria

refrained/abstenerse *v.* dejar de hacer o decir algo

rejoiced/regocijaron *v.* celebraron; se sintieron felices o alegres

remove/quitar *v.* sacar o eliminar algo

reputation/reputación *s.* lo que la mayoría de la gente piensa de una persona o cosa

resist/resistir *v.* aguantar; permanecer firme ante el avance de alguna fuerza

reverse/inverso *adj.* en la dirección o el orden opuesto

ridicule/burla *s.* palabras o acciones negativas hechas con la intención de reírse de alguien o algo

risky/riesgoso *adj.* peligroso; inseguro

routes/rutas *s.* caminos que llevan de un lugar a otro

S

- sacred** (sā' krid) *adj.* holy or deeply important
- scalawags** (skal' ə wagz') *n.* worthless people; rascals
- scooped** (skoōpd) *v.* taken out or picked up quickly
- scorned** (skôrnd') *adj.* treated with dislike
- scoundrels** (skoun' drəlz) *n.* dishonest people, villains
- scramble** (skram' bəl) *v.* move quickly; rush
- segregation** (seg' rə gā' shən) *n.* the separation of people of different races
- seized** (sēzd) *v.* grabbed with force
- sensational** (sen sâ' shən əl) *adj.* extraordinary; outstanding
- sentiment** (sen' tə mənt) *n.* feeling
- shame** (shām) *n.* a feeling that you are bad, or did something bad
- sheepishly** (shēp' ish lē) *adv.* with embarrassment
- sidekick** (sīd' kik') *n.* close friend or partner
- solar** (sō' lər) *adj.* having to do with the sun
- sought** (sôt) *v.* looked or searched for; past tense of seek

S

- sacred/sagrado** *adj.* que tiene calidad de santo; algo profundamente importante
- scalawags/pícaros** *s.* gente de poco valor; traviesos; astutos
- scooped/sacar** *v.* tomar y extraer algo de un recipiente o lugar
- scorned/desdeñado** *adj.* tratado con menosprecio y antipatía
- scoundrels/canallas** *s.* gente deshonesta y miserable; bandidos
- scramble/apurarse** *v.* moverse rápidamente; tener prisa
- segregation/segregación** *s.* separación de la gente en base a diferencias raciales
- seized/tomó** *v.* agarró algo con fuerza
- sensational/sensacional** *adj.* extraordinario; excepcional
- sentiment/sentimiento** *s.* sensación o emoción interior
- shame/vergüenza** *s.* sentimiento causado por haber hecho algo malo o por una acción humillante
- sheepishly/avergonzadamente** *adv.* con vergüenza o pena
- sidekick/compañero** *s.* amigo cercano o socio
- solar/solar** *adj.* relacionado con el sol
- sought/buscó** *v.* trató de encontrar algo; pasado del verbo buscar

sparsely (spärs' lē) *adv.* with many spaces in between

splinters (splin' tər) *n.* small, sharp, needle-shaped pieces of wood

squeaky (skwē' kē) *adj.* shrill or high

standards (stan' dərds) *n.* rules for deciding if something is good

stately (stāt' lē) *adj.* impressive

static (stat' ik) *n.* hissing or crackling sounds, such as those from a microphone

stealthy (stel' thē) *adj.* sneaky

steed (stēd) *n.* a fast horse

stifled (stī' fəld) *v.* held back

straining (strān' ing) *v.* using very great effort

strength (strengkth) *n.* power

strutting (strut' ting) *v.* walking proudly

stunned (stund) *v.* amazed; shocked

subconscious (sub kon' shəs) *n.* a part of the mind that stores thoughts, feelings, and experiences that a person does not remember

surface (sur' fis) *n.* the top layer of something, such as water

surveyed (sər' vād) *v.* looked at carefully

sparsely/escasamente *adv.* con poca cantidad de algo; con mucho espacio vacío

splinters/astillas *s.* pequeñas piezas punteagudas de madera que parecen agujas

squeaky/chirriante *adj.* agudo o chillón

standards/estándares *s.* reglas o patrones que sirven para decidir si algo es bueno

stately/imponente *adj.* impresionante

static/ruido *s.* chisporroteos y silbidos, como los que salen de un micrófono

stealthy/sigiloso *adj.* cuidadoso, solapado, oculto

steed/corcel *s.* caballo veloz

stifled/contenerse *v.* frenar un impulso o deseo

straining/esforzar *v.* poner mucho esfuerzo o energía al hacer algo

strength/fuerza *s.* energía o poder

strutting/contonearse *v.* caminar orgullosamente, moviendo exageradamente el cuerpo

stunned/sorprendido *adj.* asombrado; impresionado

subconscious/subconsciente *s.* parte de la mente que almacena pensamientos, sentimientos y experiencias que una persona no recuerda

surface/superficie *s.* capa superior de algo, como la superficie del agua

surveyed/inspeccionó *v.* observó algo con mucha atención y cuidado

suspense (sə spens') *n.* a feeling of uncertainty or anxiety

sway (swā) *v.* to move back and forth or side to side

T

tacks (taks) *n.* thin, very short nails

tangled (tang' gəld) *adj.* complicated and confusing

target (tār' git) *n.* something you aim at

taunts (tōnts) *n.* insults or mean remarks

teems (tēmz) *v.* is very crowded with; has a large number of

temporary (tem' pə rer' ē) *adj.* not forever; lasting for a short time

tension (ten' shən) *n.* a feeling of worry or discomfort

tentatively (ten' tə tiv lē) *adv.* timidly or uncertainly

terrify (ter' ə fī) *v.* to scare very badly

terror (ter' ə r) *n.* great fear

threatening (thret' ən ing) *adj.* scary; promising harm or pain

tiny (tī' nē) *adj.* very small

together (tə geth' ə r) *adv.* in or into a group

tourists (toor' ists) *n.* people who travel somewhere for fun

tread (tred) *v.* to step or walk

suspense/suspenso *s.* sensación de inseguridad y ansiedad

sway/balancear *v.* mover de un lado a otro

T

tacks/tachuelas *s.* clavos muy delgados y cortos

tangled/enredado *adj.* complicado y confuso

target/blanco *s.* objetivo hacia el cual se dirige una acción o un pensamiento

taunts/insultos *s.* palabras ofensivas o comentarios hirientes

teems/abundar *en v.* estar lleno de algo; tener una gran cantidad de algo

temporary/temporal *adj.* que no es para siempre; que dura poco tiempo

tension/tensión *s.* sensación de preocupación e incomodidad

tentatively/tímidamente *adv.* con timidez o inseguridad

terrify/aterrorizar *v.* causar mucho miedo o terror

terror/terror *s.* miedo muy grande

threatening/amenazante *adj.* que causa miedo; que puede causar daño o dolor

tiny/minúsculo *adj.* muy pequeño

together/juntos *adv.* en grupo

tourists/turistas *s.* gente que viaja a algún lugar con fines de diversión

tread/andar *v.* dar pasos o caminar

treasure (trezh' ə) *n.* something of great worth or value

trembled (trem' bəld) *v.* shook

trot (trot) *v.* move faster than a walk and slower than a run

twice (twīs) *adv.* two times

U

undermining (un' dər mīn ing) *v.* taking away power; weakening

uneasy (un ē' zē) *adj.* anxious, not comfortable

V

vacancy (vā' kən sē) *n.* empty space

vain (vān') *adj.* of no use; unsuccessful

veered (vērd) *v.* turned or changed direction

vexed (vekst) *adj.* annoyed or bothered

victor (vik'tər) *n.* someone who has won something

vital (vīt' əl) *adj.* very important; necessary

voyage (voi'ij) *n.* a long journey

W

waded (wād' əd) *v.* walked through water

water lilies (wô' tər lil' ēz) *n. pl.* plants that grow in water

treasure/tesoro *s.* algo de mucho valor

trembled/tembló *v.* se sacudió

trot/trotar *v.* moverse más rápido que cuando uno camina y más lento que cuando uno corre

twice/doblemente *adv.* dos veces

U

undermining/socavar *v.* quitar poder; debilitar

uneasy/intranquilo *adj.* ansioso; que no se siente cómodo

V

vacancy/vacante *s.* espacio vacío o desocupado

vain/vano *adj.* inútil; ineficaz o improductivo

veered/giró *v.* volteó o cambió de dirección

vexed/fastidiado *adj.* enojado o molesto

victor/vencedor *s.* alguien que ha ganado una competencia

vital/vital *adj.* muy importante; necesario

voyage/travesía *s.* un viaje muy largo

W

waded/vadear *v.* caminar a través de una corriente de agua

water lilies/nenúfares *s.* plantas que crecen en el agua

wavered (wā' vər'd) *v.* moved unsteadily back and forth

weathered (weth'ərd) *v.* passed through safely; survived

whispers (whis' pərz) *n.* words spoken very softly

wonder (wun' dər) *n.* something exciting or something you admire

worthless (wurth' lis) *adj.* has no value

wretched (rech' id) *adj.* very unhappy; awful

Y

yearning (yurn' ing) *v.* wanting very much

wavered/osciló *v.* se movió con paso inseguro de un lado a otro

weathered/resistió *v.* pasó por una dificultad sin sufrir daño; sobrevivió

whispers/susurros *s.* sonido que se produce cuando las palabras son pronunciadas en voz muy baja

wonder/maravilla *s.* algo fascinante o que uno admira

worthless/inservible *adj.* que no tiene valor

wretched/desgraciado *adj.* que se siente muy infeliz o muy mal

Y

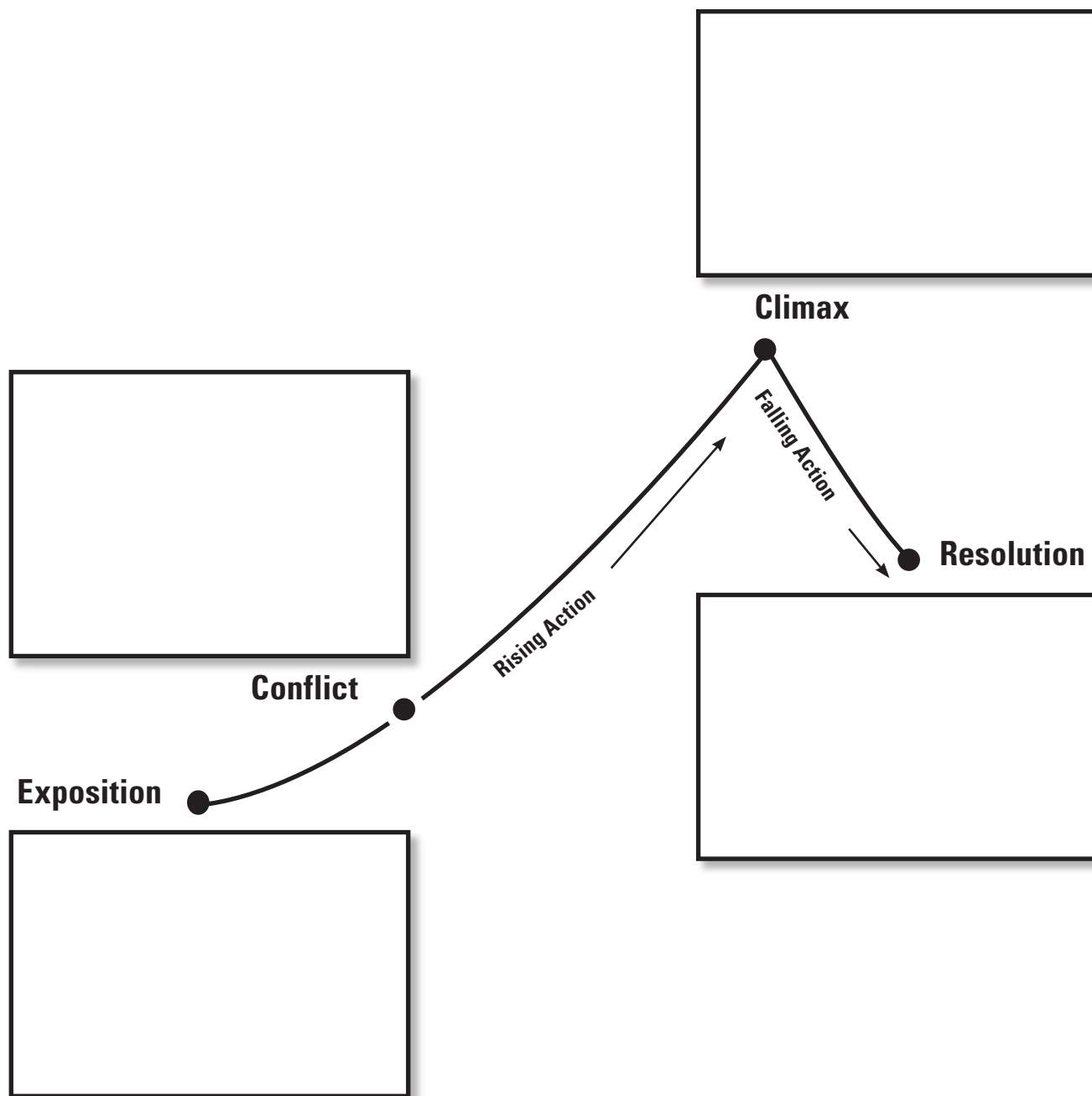
yearning/anhelar *v.* desear con mucha fuerza algo

**Comprehension,
Word Study,
and Grammar
Blackline Masters**

Raymond's Run

Name _____ Date _____

Directions: As you read "Raymond's Run," describe each part of the plot.



Raymond's Run

Name _____ Date _____

Word Study Idioms and Base Words

To understand the meaning of a word, it is helpful to look at its parts. Word parts added to the beginning of a word are called **prefixes**. Word parts added to the end of a word are called **suffixes**. The main part of the word is the **base** word.

Prefix	Base Word	Suffix	Word	Meaning
un	sink	able	unsinkable	If you know <i>un-</i> means "not" and <i>-able</i> means "can be done" then <i>unsinkable</i> means "cannot be sunk."

Idioms are expressions that do not mean what the actual words suggest.

"I have butterflies in my stomach," means "I'm nervous."

Practice

A. Directions: Complete the chart for the words from "Raymond's Run."

Prefix	Base Word	Suffix	Word
			disrespectful
			unbeatable
			preapproval

B. Directions: Circle the correct meaning for the idioms from "Raymond's Run." Use context clues to figure out the meaning.

- I'm ready to fight, cause **I don't feature a whole lot of chit-chat**.
 - I don't talk a lot.
 - I talk more than I fight.
- I much prefer to knock you down **right from the jump**.
 - and jump on you
 - right at the beginning

Raymond's Run

Name _____ Date _____

Grammar Link The Present Perfect Tense of *Be*: *For* and *Since*

We form the present perfect tense of *be* with *have* or *has* and the word *been*. We often use the present perfect with *for* and *since*.

Subject	Have/Has	Past Participle of <i>Be</i>	
I/You	<i>have</i>	<i>been</i>	running for two hours. running since this morning.
He/She/It	<i>has</i>		
We/You/ They	<i>have</i>		

We use *for* and *since* to talk about how the action happened from past to present. We use *for* to talk about the length of time. We use *since* to talk about when an event began.

<i>For</i>	<i>Since</i>
<i>for</i> four years	<i>since</i> 1995
<i>for</i> a long time	<i>since</i> yesterday
<i>for</i> a while	<i>since</i> I moved away

Practice

A. Directions: Complete each sentence about “Raymond’s Run” with the present perfect form of the verb *be*.

- I _____ looking after Raymond all my life.
- Raymond _____ teased by people who don’t understand him.

B. Directions: Complete each sentence about “Raymond’s Run” with *for* or *since*.

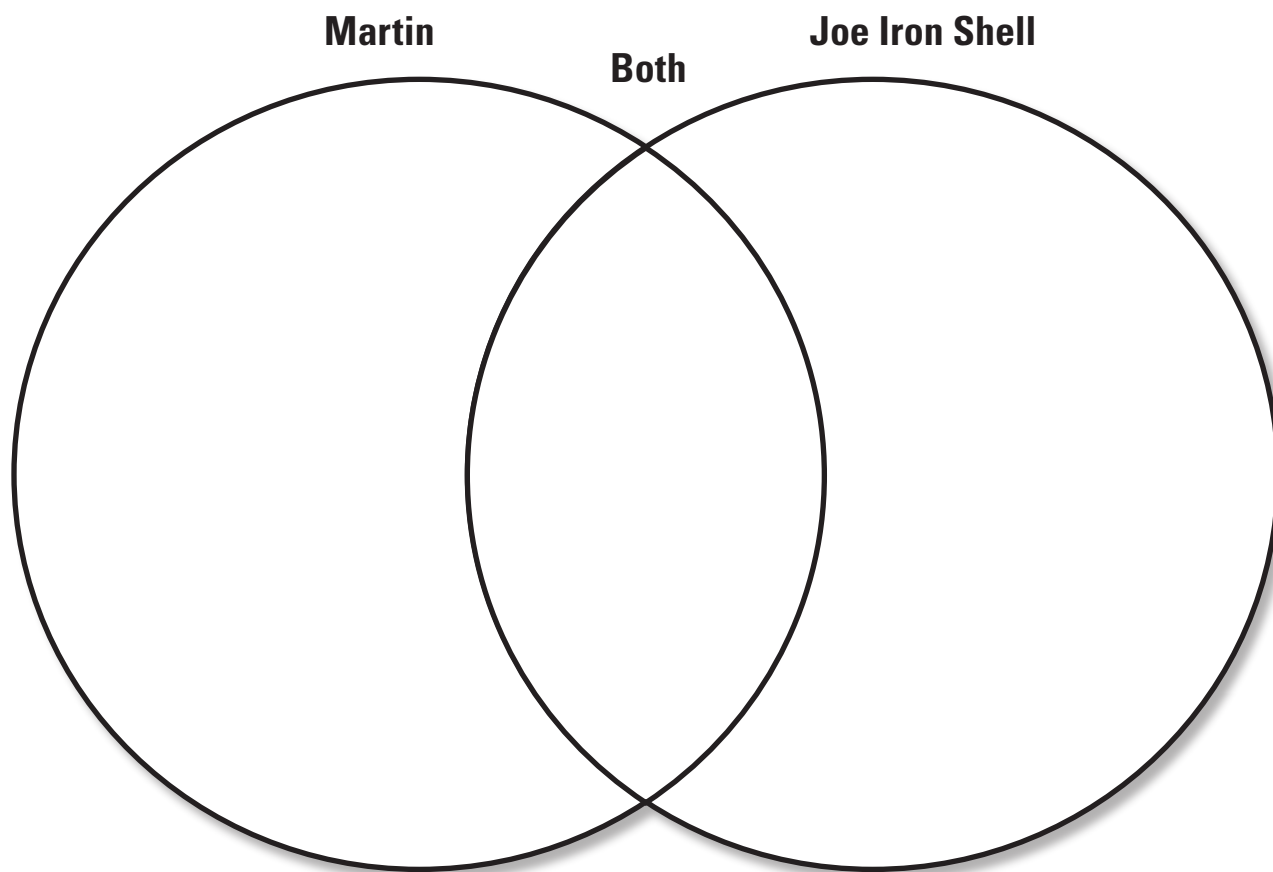
- Squeaky has been running in the May Day Race _____ first grade.
- She has been running _____ a long time.



The Medicine Bag

Name _____ Date _____

Directions: As you read “The Medicine Bag,” compare and contrast Martin and his great-grandfather, Joe Iron Shell. Use the Venn diagram to write the characteristics of each character and the characteristics they share.





The Medicine Bag

Name _____ Date _____

Word Study Prefixes and Suffixes

A **prefix** is a syllable at the beginning of a base or root word. Prefixes change the meaning of the base or root word.

A **suffix** is a word part added to the end of a root or base word. A suffix may change the word's meaning and its part of speech.

Prefixes That Mean "Not"	Example	Meaning
<i>dis-</i>	<u>dis</u> believe	"not believe"
<i>in-</i>	<u>in</u> visible	"not visible"
<i>un-</i>	<u>un</u> happy	"not happy"

Suffix	Example	Meaning
<i>-ant</i>	descend <u>ant</u>	"one that performs (the action)"
<i>-less</i>	help <u>less</u>	"without"
<i>-ly</i>	slow <u>ly</u>	"in a particular way"
<i>-ation</i>	reserv <u>ation</u>	"action or condition"

Practice

Directions: Read each sentence. Choose the correct prefix or suffix in parentheses and write it in the blank to complete each word.

- Grandpa did not want to show his (un-, dis-) _____ comfort.
- He pushed the spoon away, angry at how help _____ (-tion, -less) he had become.
- Grandpa came to Iowa to see where his descend _____ s (-ant, -tion) lived.
- Martin sheepish _____ (-ly, -ant) took Grandpa's arm.



The Medicine Bag

Name _____ Date _____

Grammar Link Adjectives and Adverbs

Adjectives and adverbs sometimes look similar, but they have different purposes.

An **adjective** describes a noun. Adjectives usually answer the question *what*?

It is a **red** car. (*Red* answers the question, "What color is the car?")

An **adverb** usually answers the question *how*. Adverbs usually describe verbs, but they can also describe adjectives and other adverbs.

She walks **gracefully**. (*Gracefully* answers the question, "How does she walk?")

Adjective	Adverb	Rule for forming adverbs
slow quick beautiful	slowly quickly beautifully	For most adverbs, we add <i>-ly</i> to an adjective.
happy easy	happily easily	If the adjective ends in <i>y</i> , we change the <i>y</i> to <i>i</i> and then add <i>-ly</i> .
fast late early	fast late early	Some adverbs are the same as the adjective.
good	well	The adverb form of <i>good</i> is <i>well</i> .

Practice

A. Directions: Read each sentence about "The Medicine Bag" below. Underline the correct adverb or adjective for each sentence.

1. According to Grandpa, the cop was a (good, well) man.
2. "Hau, Takoza, Grandchild," he greeted me (formal, formally) in Sioux.
3. Martin felt a (hard, hardly) squeeze in his chest.
4. Grandpa's father felt that the (glorious, gloriously) life was gone.
5. Grandpa (slow, slowly) rose from the bed and held up the medicine bag.



Name _____ Date _____

Directions: As you read "The People Could Fly," write the main events in the order they take place. Look for signal words and phrases, such as *first*, *then*, *next*, *finally*, and *long ago*.





Name _____ Date _____

Grammar Link *The Same (As), Similar (To), and Different (From)*

We use the terms **the same as**, **similar to**, and **different from** to make comparisons.

We use **the same** or **the same as** to compare two things with no differences.

My shirt is **the same as** Mandy's shirt.

My shirt and Mandy's shirt are **the same**.

We use **similar** or **similar to** to compare two things that are almost the same.

My pants are **similar to** Mandy's pants.

My pants and Mandy's pants are **similar**.

We use **different** or **different from** to compare things that have nothing in common.

My hair is **different from** Mandy's hair.

My hair and Mandy's hair are **different**.

Practice

Directions: Read each sentence about "The People Could Fly" below. Complete the comparison using **the same (as)**, **similar (to)**, or **different (from)**.

1. The people who could fly looked _____ other people from Africa.
2. The people who could fly were _____ the other slaves.
3. The land where they were slaves was _____ their African homeland.
4. The overseer treated Sarah _____ the other slaves in the field.
5. The master said he was _____ a hard lump of clay.
6. The babe hollered _____ any hurt child.
7. Sarah flew over the fences, _____ an eagle.
8. Other slaves rode the wind _____ Sarah and her babe.
9. Toby was _____ the other slaves.
10. He flew over the slaves on the ground, who were _____ the ones who could fly.
11. Then the other slaves knew that someday they would be free also. In that way, the slaves on the ground and the ones who could fly were _____.

and



Name _____ Date _____

Directions: As you read *Tom Sawyer* and “Born Worker” write statements about Tom and Arnie. Write examples from the stories to support your statements. The first statement and example for each character have been added for you.

Tom	Arnie
Tom did not like to work. "He surveyed the fence, and the gladness went out of his nature. . . "	Arnie was spoiled." . . . he was lazy and, worse, spoiled by the trappings of being middle class. His parents . . . showered him with clothes, shoes. . . "



and



Name _____ Date _____

Word Study Compound Words

Compound words are formed by joining two smaller words. Compound words can be open, closed, or hyphenated.

Open: *fire truck*
Closed: *spiderweb*
Hyphenated: *self-confident*

Practice

Directions: Read each sentence from *Tom Sawyer*. Circle the compound word and write its meaning. Use a dictionary if necessary.

1. Tom appeared with a bucket of whitewash. _____

2. He carried a long-handled brush. _____

3. Ben Rogers whooped along, impersonating a steamboat. _____

4. He was boat, and captain, and engine-bells combined. _____

5. Ben drew up slowly towards the sidewalk. _____

6. Tom told Ben he could paint the back fence, but not the front. _____

7. By the end of the afternoon, Tom was rolling in wealth. _____

8. The boys had given him many things, including fire-crackers, chalk, and a knife handle.

9. He learned that work is whatever a body must do. _____



and



Name _____ Date _____

Word Study Word Families

A word family is a group of words that share the same ending letters and ending sound. Many words that rhyme belong to the same word family.

Words: gold, cold, told

Word Family: -old

Words: day, hay, tray

Word Family: -ay

Knowing the sound of the core group of letters helps you know how to pronounce many words that belong to the same word family.

Practice

Directions: Read each sentence from “Born Worker.” Determine the word family that the boldfaced word belongs to. Then list other words that belong to the same family. Use a dictionary to check spelling.

1. They said José was born with a **ring** of dirt around his neck.

2. His palms were rough by the **time** he was three.

3. José did **well** in school, but he knew he would work his whole life.

4. His arms would pump, his legs would **bend**, his arms would carry a world of earth.

5. José’s father stroked the **grain** of his sandpaper beard as he spoke.

6. Arnie was chewing a blade of grass that didn’t come from José’s **lawn**.

7. José did not twitch a muscle in his **face**.

8. Arnie wanted to start a company with his **best** cousin, José.



and



Name _____ Date _____

Grammar Link Interrogative, Exclamatory, and Imperative Sentences

A sentence expresses a complete thought. There are four types of sentences.

Sentence Type	Definition	Example
Declarative	makes a statement	José wore jeans.
Interrogative	asks a question	What are you doing?
Exclamatory	shows excitement	We can become rich!
Imperative	gives a command	Get down from there.

Practice

Directions: Read each sentence about “Born Worker” below. Identify the type of each sentence below by writing *declarative*, *imperative*, *interrogative*, or *exclamatory* next to each.

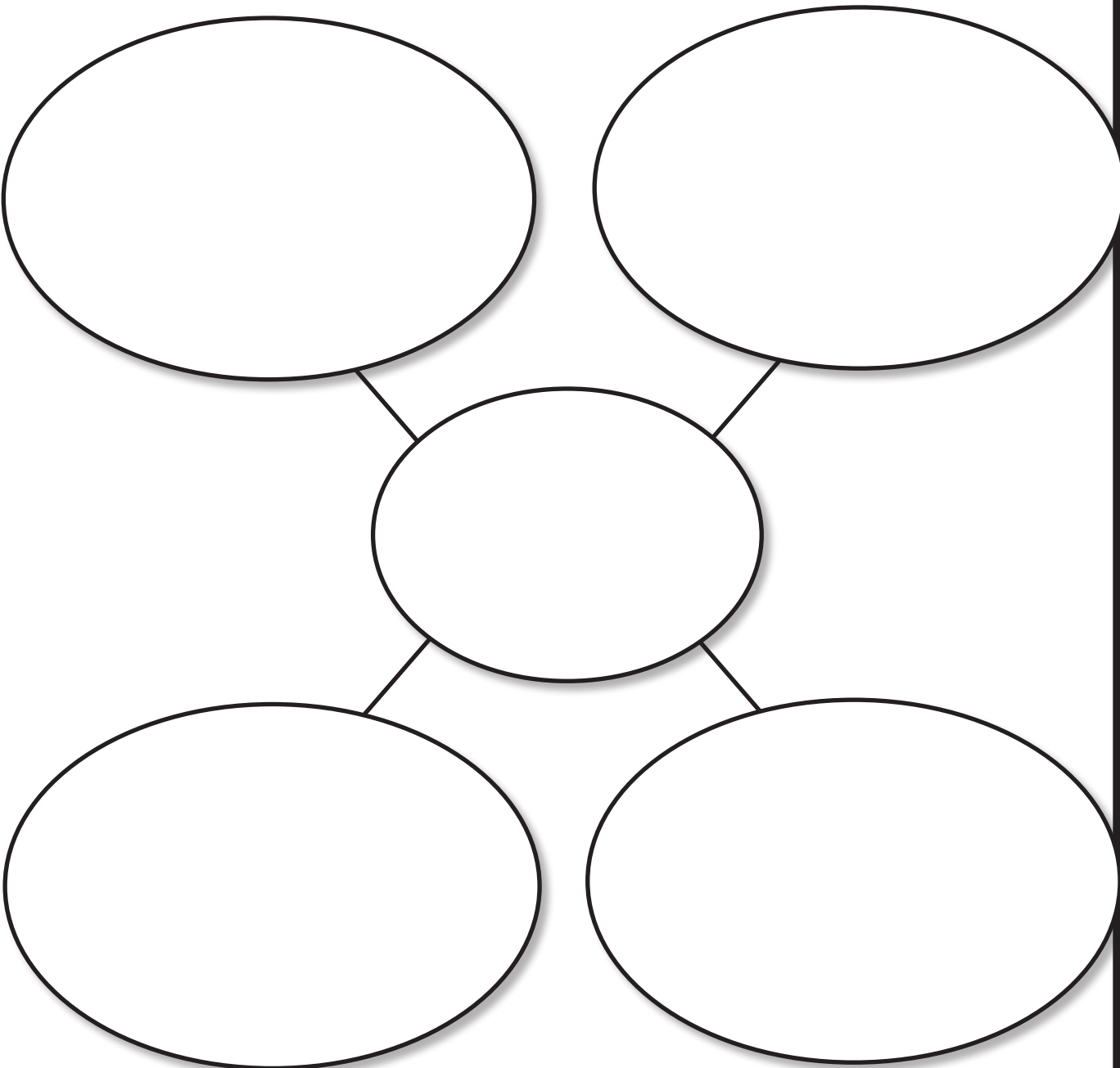
- _____ His mother stitched at a machine all day.
- _____ What do you see up there?
- _____ Arnie’s family spoiled him with almost anything he wanted.
- _____ I’ve got a great idea!
- _____ What would you do?
- _____ Get out of here.
- _____ How come you don’t use your sleeve?
- _____ José worked while Arnie told him what was wrong.
- _____ Let me do the talking.
- _____ José picked up the bleach, put on the gloves, and began scrubbing.
- _____ You know what you’re doing, boy?
- _____ Get out of here!

I KNOW WHY THE
Caged Bird Sings



Name _____ Date _____

Directions: As you read “I Know Why the Caged Bird Sings,” write an inference about Marguerite in the center of the web. Then write evidence from the text to support your inference in the outside circles.



I KNOW WHY THE
Caged Bird Sings

Name _____ Date _____

Word Study Figurative Language: Simile and Metaphor

Similes and **metaphors** are figures of speech that compare two unlike things. A simile usually uses the word *like* or *as*. A metaphor implies a comparison without using *like* or *as*.

Simile: The lake is like a shining mirror.

Metaphor: The frozen lake is a mirror.

Practice

Directions: Read each sentence about “I Know Why the Caged Bird Sings.” Circle the correct letter and write the two things being compared in each sentence.

1. Her skin was a rich black that would have peeled like a plum.

Comparison: _____ to _____

- a. simile
- b. metaphor

2. Momma and Mrs. Flowers were like sisters.

Comparison: _____ to _____

- a. simile
- b. metaphor

3. Her words were a song.

Comparison: _____ to _____

- a. simile
- b. metaphor

4. My image of her would have been shattered, like Humpty-Dumpty.

Comparison: _____ to _____

- a. simile
- b. metaphor

5. Except for language, man is an animal.

Comparison: _____ to _____

- a. simile
- b. metaphor

I KNOW WHY THE
Caged Bird Sings

Name _____ Date _____

Grammar Link Adverbs of Frequency; Adverbs of Frequency with *Be*

Adverbs usually describe verbs. **Adverbs of frequency** tell how often something is done. Some adverbs of frequency are *always, usually, often, sometimes, rarely, and never*.

Adverbs of frequency come between the subject and verb, except when used with a form of *be* (*am, are, is, was, were*). With forms of *be* the adverb follows the verb.

Subject	Form of <i>Be</i>	Adverb of Frequency	
Marguerite	is	always	late.

With any other verb, the adverb of frequency comes **before** the verb.

Subject	Adverb of Frequency	Verb	
Marguerite	always	arrives	late.
Miguel	sometimes	brings	his friend.

Practice

Directions: Read each sentence about “I Know Why the Caged Bird Sings” below. Rewrite the sentences, adding the adverb of frequency.

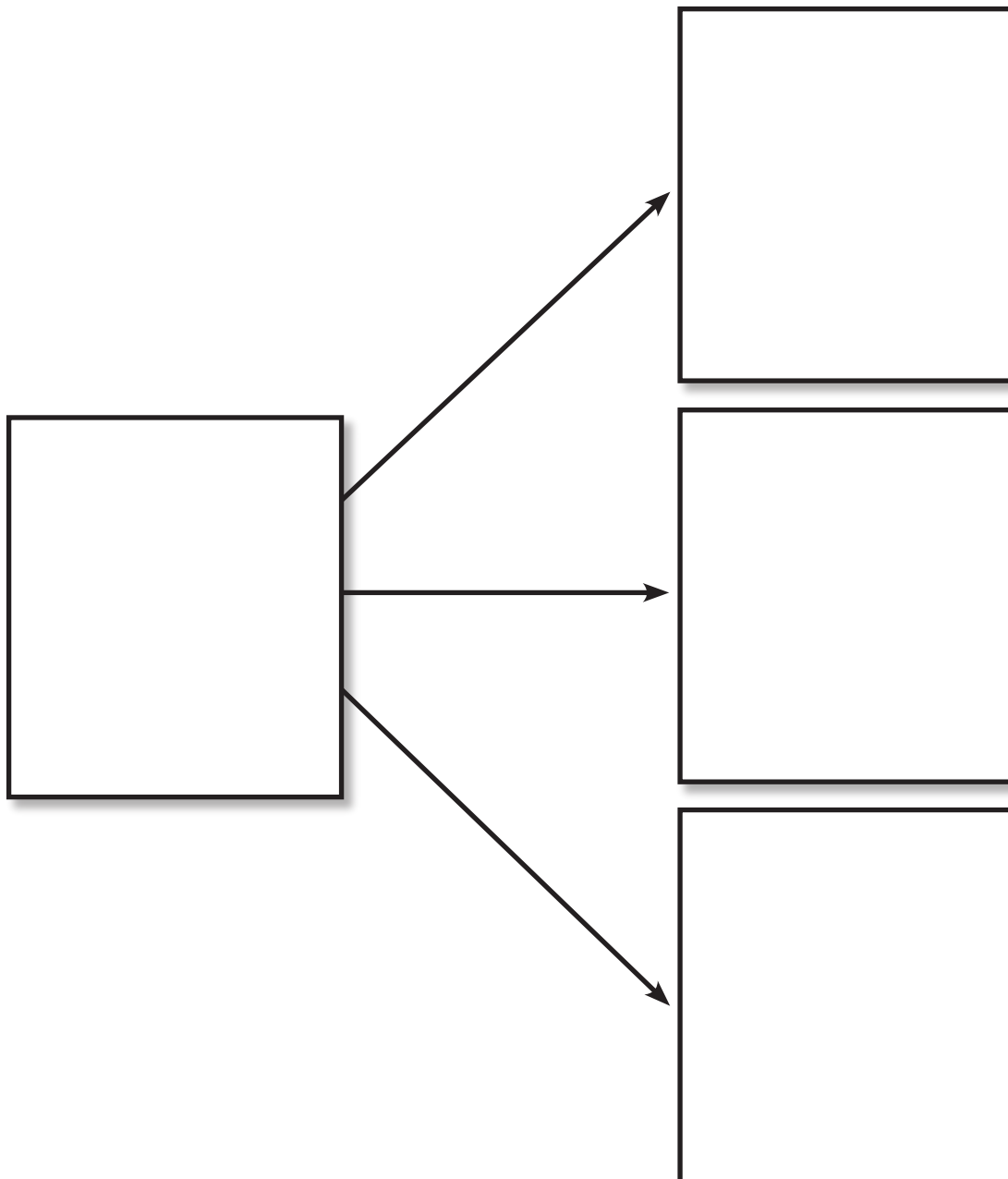
- Marguerite is late. (usually) _____
- Mrs. Flowers comes to visit. (sometimes) _____
- She would smile. (often) _____
- I connected her with food or eating. (never) _____
- Momma is a quiet woman. (rarely) _____
- I am intolerant of ignorance but understanding of illiteracy. (always)



Name _____ Date _____

Argument and Evidence Diagram

Directions: Write the author's argument, or the main point, in the box on the left. Then write evidence that supports or proves the argument in the boxes on the right. Remember, evidence is specific information, including facts and statistics.



Name _____ Date _____

Grammar Link Future Time Clauses with *Before*, *After*, and *When*

A future time clause can begin with *before*, *after*, or *when*. When a time clause refers to the future, the verb is in the simple present tense. The verb in the main clause is in the future tense.

Time Clause	Main Clause
When school ends,	he will visit his grandparents.
Before I eat breakfast,	I will make my bed.
After we shop,	we will go home.

The time clause can go before or after the main clause. When the time clause comes first, place a comma after it.

Practice

A. Directions: Underline the time clause in each sentence.

1. Before you buy a new bike, you can ask to test ride it.
2. When a part breaks, a good bike shop will replace it.
3. The roads may be slippery after it rains.

B. Directions: Match the time clause with the main clause by drawing a line.

- | | |
|--------------------------------|---|
| 1. Before I buy a new bike, | A. the bike shop will fix it. |
| 2. When I want adventure, | B. I will watch out for holes. |
| 3. After a bike part breaks, | C. I will research brands. |
| 4. When I ride on dirt trails, | D. I will lock it. |
| 5. After I park my bike, | E. I will ride on mountain bike trails. |



Name _____ Date _____

Directions: As you read “The Tell-Tale Heart,” think about the plot. In two or three sentences, summarize what happens at the beginning, middle, and end of the short story.

Beginning

The narrator says he is not crazy. He admits that he hates an old man.



Middle



End



Name _____ Date _____

Word Study **Context Clues**

When you come to an unfamiliar word, you can often figure out the meaning by looking at **context clues**, or hints in nearby words or sentences.

Let’s use context clues to define the word “acute” from the short story:

The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth.

Context clues:

- 1. His senses are sharp, not dull.
- 2. He hears all things.

Meaning of “acute”:

keen or extremely sharp

Practice

Directions: Read each sentence from the passage. Find two or three context clues that help you define the underlined word. Then write what you think the word means.

- 1. “It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night.”

Context Clues:	Meaning of “conceived”:
_____	_____

- 2. “One of his eyes resembled that of a vulture—a pale blue eye, with a film over it.”

Context Clues:	Meaning of “resembled”:
_____	_____



Name _____ Date _____

Grammar Link Sentence Structure: Simple and Compound

A **simple sentence** has one subject and one predicate. The **complete subject** tells who or what; the **complete predicate** tells what the subject does, has, or is.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (*and, but, or, nor, for, so, and yet*).

Practice

A. Directions: In the sentences, underline the complete subject once and the complete predicate twice.

1. Edgar Allan Poe wrote and published horror stories.
2. Poe's character commits a crime and tries to hide it.
3. The narrator in "The Tell-Tale Heart" believes he is not crazy.
4. Critics and scholars praise Poe's work.

B. Directions: Write **S** if the sentence is a simple sentence. Write **C** if it is a compound sentence.

5. _____ A neighbor heard a shriek, and the police checked it out.
6. _____ A policeman and his partner came to investigate.
7. _____ The narrator tried to lie, but he blurted out the truth.
8. _____ The police were shocked and amazed at the confession.

Directions: In the three small boxes, write down plot information about the beginning, middle, and end of “Icarus and Daedalus.” Then choose the most important information and summarize the myth in the large box.

Daedalus, an architect, is put in jail by King Minos.

[illegible]

Name _____ Date _____

Grammar Link The Simple Past Tense: Irregular Verbs

Many verbs do not end in *-ed* in their past form. They are called **irregular verbs**.

Examples:

The past tense of **go** is **went**. Yesterday, you **went** to school.

The past tense of **eat** is **ate**. Last night, we **ate** soup.

Some verbs are the same in their base form and in past tense.

The past tense of **put** is **put**. Yesterday, I **put** the plant in the window.

Base Form	Past Tense
do	did
leave	left
make	made
see	saw

Practice

A. Directions: In the space, write the simple past tense of the irregular verb in parentheses.

1. Daedalus (build) _____ wings of feathers and wax.
2. Daedalus (put) _____ the wings on himself and his son, Icarus.
3. The wings that Daedalus (make) _____ melted.

B. Directions: Complete the sentences in the paragraph with the simple past tense of the regular and irregular verbs in parentheses.

Daedalus (study) _____ the birds as they (fly) _____ in the sky. He (watch) _____ as birds (sleep) _____ in the branches of trees. Icarus (know) _____ nothing about birds. When the wind (catch) _____ his wings, he (forget) _____ his father's warning. He just (want) _____ to fly as high as he could.



Name _____ Date _____

Grammar Link Prepositions of Place**Prepositions of place** tell where people or things are.Examples: I live in Connecticut. My school is one block behind our house.

Here are some other prepositions of place:

*above, at, behind, in, next to, on, under, in front of***Practice****A. Directions:** Circle the preposition of place in each sentence.

1. Paul Revere sat in a boat.
2. The moon rose above him.
3. A church stood on one shore.
4. A row of pigeons sat under the roof of the church.
5. Paul Revere watched the window in front of the church.

B. Directions: Complete the sentences with prepositions of place from the list.

6. The Old North Church stood _____ a graveyard.
7. The tower of the Old North Church rose _____ the graves.
8. The graveyard sat _____ a lonely hill.
9. Paul Revere looked for a light _____ the window of the church.
10. Then he urged the horse _____ him to run fast.

EXILE

Name _____ Date _____

Grammar Link Spelling of Regular Past Tense Verbs

The past tense of many regular verbs ends in some form of *-ed*.

The girl waved, then walked to the car.

However, there are different ways to spell the past tense form.

The car stoppped. The girl carried her bag.

Verb Ending	Spelling Rule	Examples
1. Most regular verbs	Add <i>-ed</i>	post posted
2. Verb ends in <i>e</i>	Add <i>-d</i>	chuckle chuckled
3. Verb ends in consonant + <i>y</i>	Change <i>y</i> to <i>i</i> and add <i>-ed</i>	hurry hurried try tried
4. Verb ends in one consonant + vowel + consonant (one-syllable verbs)	Double the consonant and add <i>-ed</i>	scan scanned step stepped
5. Verb ends in vowel + consonant and stress is on the first syllable (two-syllable words)	Add <i>-ed</i> ; do not double the consonant	whisper whispered
6. Verb ends in vowel + consonant and stress is on the second syllable (two-syllable words)	Double the consonant and add <i>-ed</i>	occur occurred prefer preferred

Practice

Directions: Write the correct spelling of the simple past tense form. Then write the rule number from the chart above.

1. cry _____ Rule _____
2. allow _____ Rule _____
3. plan _____ Rule _____
4. stay _____ Rule _____
5. push _____ Rule _____
6. topple _____ Rule _____



Name _____ Date _____

Grammar Link Possessive Pronouns

Possessive pronouns and possessive adjectives show when something belongs to something or someone else. For example: The ball is **hers**. It is **her** ball.

A **possessive pronoun** is used alone. Pronouns act as nouns within a sentence.

The pen is **mine**.

A **possessive adjective** goes before a noun. Adjectives describe nouns.

This is **my** pen.

Possessive Pronoun	Possessive Adjective	Possessive Pronoun	Possessive Adjective
mine	my	yours	your
hers	her	his	his
its	its	ours	our
yours	your	theirs	their

Practice

A. Directions: Circle the correct form of the possessive pronoun or adjective in each sentence below.

- The Statue of Liberty holds (hers, her) lamp high.
- Miners bring food in (their, them) dinner buckets.
- My father carried his dinner bucket and I carried (my, mine).

B. Directions: Fill in the blank with a possessive pronoun or adjective that can replace the noun in parentheses.

- _____ light welcomes people. (The Statue of Liberty)
- The lantern shines _____ light. (the lamp's)
- This land is _____. (all of us)



Name _____ Date _____

Grammar Link **As...As, Not As...As, and Less...Than**

The phrases **as...as**, **not as...as**, and **less than** help us compare things.

Use **as...as** to show that two people or things are the same in some way.

The tablecloth is **as** broad **as** a plain.

Use **not as...as** to show that two people or things are different in some way. Use **not as...as** with one syllable adjectives.

Sometimes saying thanks is **not as** easy **as** it seems.

Use **less...than** with adjectives that have two or more syllables, unless they end in *y*.

Some poems are **less** jubilant **than** Neruda's writing.

Some poets are **less** insightful **than** Neruda.

Practice

A. Directions: Complete the sentences with *as...as*, *not as...as*, or *less...than* and the adjective in parentheses.

1. Neruda believes that thankfulness is (healing) _____ medicine.
2. He says that the word *thanks* feels (soft) _____ a feather on your tongue.
3. For nature, rain is (rich) _____ gold.
4. Pat Mora's poem sounds (melancholy) _____ an ordinary rainy day.

B. Directions: Match an item from the left column with an item on the right and write a comparison of the two things using a phrase with *as...as*, *not as...as*, or *less...than*.

hair	leaves
coat	lamb
flower petals	satin

5. _____
6. _____
7. _____

O Captain! My Captain!

Name _____ Date _____

Grammar Link Irregular Verbs: *Have, Do, and Go*

Read the first and third person, present tense forms of the irregular verbs *have*, *do*, and *go*.

First Person	Third Person
I have a problem. We	He She has a problem. It
I do the work. We	He She does the work. It
I go outside. We	He She goes outside. It

Practice

A. Directions: Circle the correct form of each verb to complete the sentences about "O Captain! My Captain!"

1. The ship (has, have) weathered every storm.
2. Now we can (go, goes) home.
3. I (has, have) a terrible fear that my captain (has, have) died.

B. Directions: Complete the sentences about "O Captain! My Captain!" using the correct form of the verb in parentheses.

4. The poem "O Captain! My Captain!" (to have) _____ a powerful impact on the reader.
5. In the poem, the speaker (to do) _____ express grief.
6. The speaker (to do) _____ what any of us would (to do) _____ in that situation.

My Father's Song

and

I Ask My Mother to Sing

Name _____ Date _____

Grammar Link The Conjunctions *And*, *But*, and *Or*

The conjunctions **and**, **but**, and **or** join ideas and sentences.

- **And** adds information: I want soup **and** salad.
- **But** contrasts information: He wants soup **but** not salad.
- **Or** provides a choice: You can have soup **or** salad.

Use a comma before *and*, *but*, and *or* when connecting two sentences.

I will write an essay, **or** I will give a speech.

Do not use a comma when *and*, *but*, and *or* separate two nouns or prepositional phrases.

I like the poems "My Father's Song" **and** "I Ask My Mother to Sing."

The author of "I Ask My Mother to Sing" has never been in Peking or the Summer Palace.

Do not use a comma when *and*, *but*, and *or* separate two adjectives.

Both poems are musical **and** insightful.

Practice

Directions: Complete the sentences with *and*, *but*, or *or*.

1. The speaker in "My Father's Song" misses his father, _____ he recalls the sound of his father's voice.
2. The poem is about his father, _____ the poem focuses on only one specific event.
3. It sounds like the event happened a long time ago, _____ the speaker still remembers it clearly.
4. While planting a field, his father found baby mice _____ carefully protected them.
5. The speaker in "I Ask My Mother to Sing" listens as his mother _____ grandmother sing together.
6. We learn right away that the speaker's father has died, _____ we don't know how or when.
7. There is water imagery in phrases such as "sway like a boat" _____ "fill with rain."
8. The song must remind the women of a previous home _____ a place they loved.

Flowers for Algernon

Name _____ Date _____

Directions: As you read “Flowers for Algernon,” pay attention to how Charlie changes. Describe what Charlie is like in the beginning, middle, and end of the story.

Beginning



Middle



End

Flowers for Algernon

Name _____ Date _____

Word Study Multiple-Meaning Words

Many English words have more than one meaning.

Saw is a form of the verb to see: Charlie **saw** an inkblot.

A **saw** is tool: The carpenter cut the board with a **saw**.

When you read a word that you know has more than one meaning

- read the text around the word. Find clues to the word's meaning.
- think about how the word is being used.
- check a dictionary and read through all of the meanings. Find the one that makes the most sense.

Practice

Directions: Circle the letter with the meaning that matches the boldfaced word.

1. Charlie put on his **glasses** to see the inkblot.
 - a. cups to drink from
 - b. spectacles
2. Miss Kinnian called Charlie her best **pupil**.
 - a. center of the eye
 - b. student
3. During a test, one doctor hid a **watch**.
 - a. clock
 - b. look at
4. Doctor Nemur told Doctor Strauss he was **right**.
 - a. correct
 - b. opposite of left
5. Doctor Strauss gave Charlie a television as a **present**.
 - a. gift
 - b. now
6. Charlie felt like he had been punched in the **chest**.
 - a. cabinet
 - b. upper body

Flowers for Algernon

Name _____ Date _____

Grammar Link Run-On Sentences

When two or more clauses are connected with no punctuation or incorrect punctuation, the mistake is called a **run-on sentence**. Notice that “run-on” does not mean too long. It means incorrectly punctuated.

There are two kinds of run-ons:

- **Fused:** Independent clauses used together (or fused) in one sentence, with no punctuation or conjunction to separate them
 - Charlie had an operation he still was not smart.
- **Comma splice:** Independent clauses mistakenly connected (or spliced) with a comma
 - The coworkers were cruel, they made fun of Charlie.

Here are two ways to fix run-on sentences:

- Separate the clauses with a comma and a coordinating conjunction such as *or*, *and*, or *but*:
 - Charlie had an operation, but he still was not smart.
- Rewrite the run-on sentences as two sentences:
 - The coworkers were cruel. They made fun of Charlie.

Practice

A. Directions: Decide which sentences are complete and which are run-ons.

Write **C** for complete and **R** for run-on.

- _____ 1. Charlie liked work he liked his friends.
- _____ 2. Charlie laughed when his coworkers made fun of him.

B. Directions: Correct each run-on sentence by separating the clauses with a comma and adding *or*, *and*, or *but*, and by rewriting the clauses as two separate sentences.

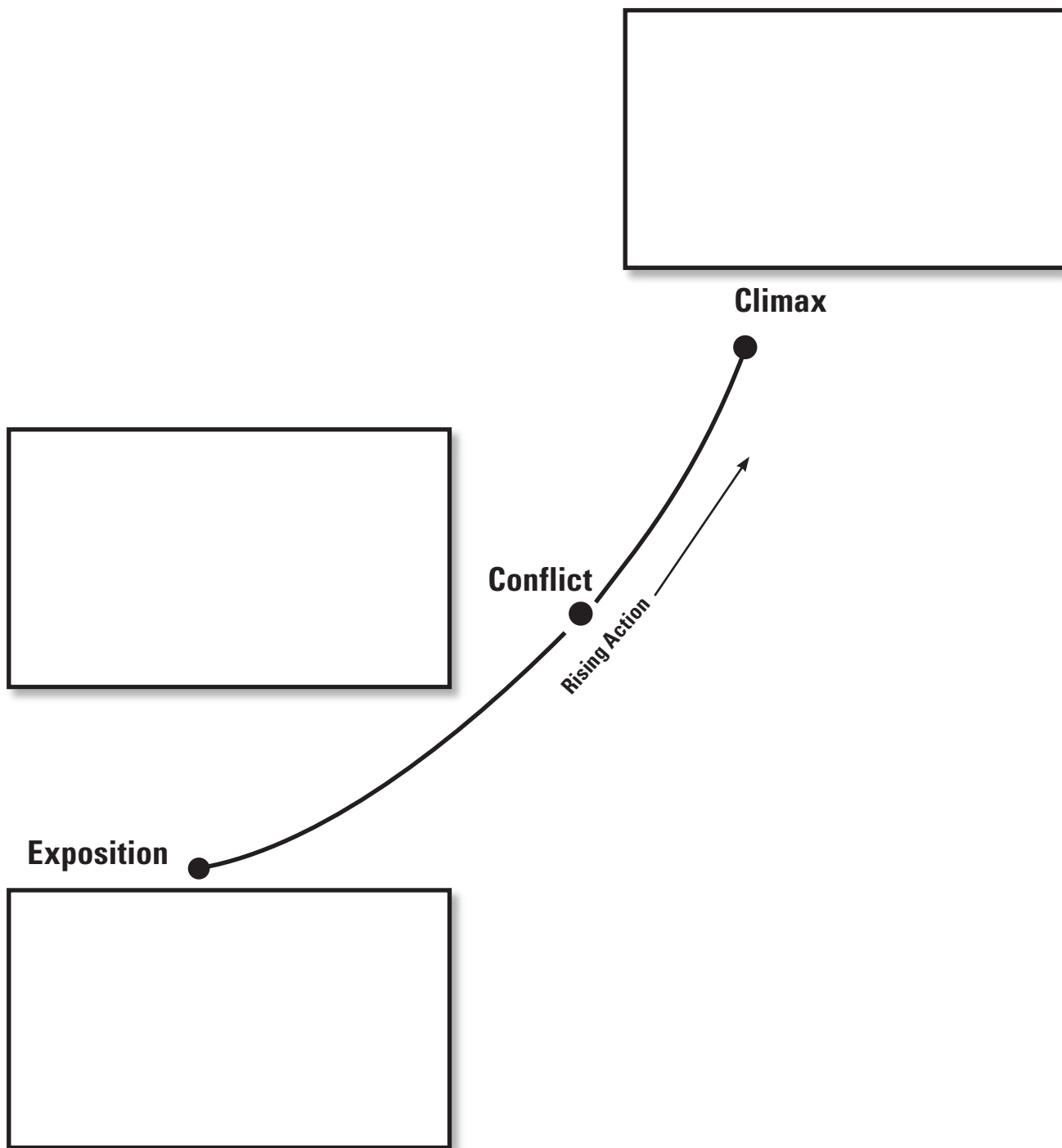
4. Charlie wrote reports the doctors read them.

5. Charlie studied inkblots he did not see pictures.

The Diary of Anne Frank

Name _____ Date _____

Directions: As you read *The Diary of Anne Frank*, complete the plot diagram by describing what happens during the exposition, conflict, and climax of Act I.



The Diary of Anne Frank

Name _____ Date _____

Word Study Root Words

Some words share the same **root word**.

The words **memory** and **memorial** share the root **mem**, which means "remember."

Recognizing a root word can help you find the word's meaning.

Mr. Frank kept a **memento** of his daughter. A *memento* is an item that reminds you of something or someone.

Adding a prefix or a suffix to a root word can change the meaning of the word.

Memorable means that something is easy to remember.

The suffix *-able* means "able to do something."

Unmemorable means that something is easy to forget.

The prefix *-un* means "not" or "the opposite of."

Practice

A. Directions: Read each sentence. Circle the word with the same root as the underlined word to complete the blank.

- Anne Frank confided in her diary. A diary is private and _____.
conflict confidential fiction
- Anne's diary entries are in chronological order. Her diary is a _____ of her life.
chronicle logical logistic
- Anne's diary is a manuscript. A short message on the first page is called _____.
a manifold a newsprint an inscription

B. Directions: Read each word below and the definition of a root word used in each. Then think of a word that has the same root, prefix, or suffix.

- automatic (auto means "self") _____
- conform (form means "shape") _____
- portable (port means "carry") _____
- dictionary (dict means "say" or "speak") _____

The Diary of Anne Frank

Name _____ Date _____

Grammar Link Statements with *There + Be*

We use **there** with a form of the verb **to be** are to say something exists.

There is a table. **There are** four chairs.

The form of **there + be** must agree with the singular or plural noun.

There is one diary. **There are** two pens.

We say **there is not**, **there isn't**, **there's not**, **there are not**, or **there aren't** to say something does not exist.

There isn't a room for Anne's parents.

There aren't enough plates for everyone.

When there is a complete lack of a thing, always use the singular form of **there + be**.

There isn't any milk. **There isn't** any food.

Contractions

there is = there's

there is not = there isn't *or* there's not

there are not = there aren't

Practice

A. Directions: Read each sentence below about Act I of *The Diary of Anne Frank*. Fill in the blank with *is*, *are*, *isn't*, or *aren't* to complete the sentence.

1. There _____ time to go back to get more clothing.
2. There _____ three children living in the annex.
3. There _____ two cats but only one.

B. Directions: Write sentences using **there + be** in response to the questions, using the answers provided in parentheses.

What is not in the annex?

4. _____ (music)
5. _____ (noise)

What is in the annex?

6. _____ (seven people)
7. _____ (attic)

TIME Standing Tall

Name _____ Date _____

Grammar Link Comparative and Superlative Forms of Adverbs

Adverb	Comparative	Superlative	
frequently thoroughly safely	more frequently more thoroughly more safely	the most frequently the most thoroughly the most safely	We use more with adverbs ending in <i>-ly</i> to compare two actions. We use most with adverbs ending in <i>-ly</i> to compare more than two actions
old high hard	older higher harder	oldest highest hardest	We are <i>-er</i> to make the comparative form and <i>-est</i> to make the superlative form for most adverbs that only have one syllable.
well	better	the best	The <i>Well</i> is an irregular verb.

Practice

Directions: Complete each sentence using the comparative or superlative form of the adverb in *italics*.

1. Architects worked *hard* to design strong buildings. Now they work _____ to design buildings that will survive attacks.
2. Guards search *thoroughly* for harmful chemicals. Better equipment would help them search _____.
3. Emergency stairwells can help people escape a fire *safely*, but architects are looking for a way to help people escape _____.
4. Concrete resists earthquakes *well*, but steel-mesh concrete resists earthquakes _____.
5. Office buildings rise *higher* than houses, but skyscrapers rise _____ of all.
6. Residents can descend buildings *quickly*, but elevators can descend buildings _____.
7. The Empire State Building is *old*, but the Flatiron Building is one of the _____ tall buildings in New York.



Name _____ Date _____

Grammar Link Object Pronouns

Many sentences in English have a subject, a verb, and an **object**. The object can be a noun, such as *a book*, *the teacher*, or *the class*. The object can also be an **object pronoun** such as *it*, *him*, or *her*, or *them*. An object pronoun replaces the noun.

These are the object pronouns: *me*, *you*, *him*, *her*, *it*, *us*, and *them*.

Joni rides **the bike**. Joni rides **it**. (*The bike* is the object. *It* is the object pronoun.)

I asked **Dad**. I asked **him**. (*Dad* is the object. *Him* is the object pronoun.)

Practice

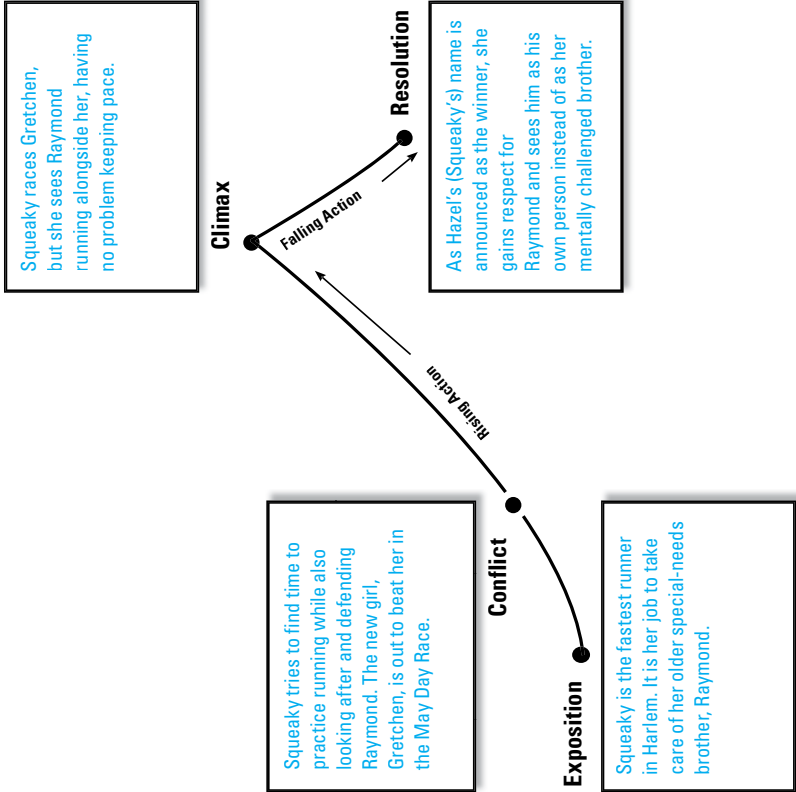
Directions: In each sentence, replace the noun in parentheses with an object pronoun.

1. Langston Hughes loves (his mother) _____.
2. The poet's mother encouraged (her son) _____.
3. Our teacher asked (our class) _____ to read the poem.
4. Our class read (the poem) _____ together.
5. The poem inspires (readers) _____ to keep going.
6. Gwendolyn Brooks wrote (a poem) _____ as a speech.
7. Brooks ignores ("down-keepers") _____.
8. I shared (the poem) _____ with my brother.
9. I thought (my brother) _____ would like it.
10. I admire (Brooks) _____ for standing up for herself.

Raymond's Run

Name _____ Date _____

Directions: As you read "Raymond's Run," describe each part of the plot.



Raymond's Run

Name _____ Date _____

Word Study Idioms and Base Words

To understand the meaning of a word, it is helpful to look at its parts. Word parts added to the beginning of a word are called **prefixes**. Word parts added to the end of a word are called **suffixes**. The main part of the word is the **base word**.

Prefix	Base Word	Suffix	Word	Meaning
un	sink	able	unsinkable	If you know <i>un-</i> means "not" and <i>-able</i> means "can be done" then <i>unsinkable</i> means "cannot be sunk."

Idioms are expressions that do not mean what the actual words suggest.
"I have butterflies in my stomach," means "I'm nervous."

Practice

A. Directions: Complete the chart for the words from "Raymond's Run."

Prefix	Base Word	Suffix	Word
dis	respect	ful	disrespectful
un	beat	able	unbeatable
pre	approve (approve)	al	preapproval

B. Directions: Circle the correct meaning for the idioms from "Raymond's Run." Use context clues to figure out the meaning.

- I'm ready to fight, cause I **don't** feature a whole lot of chit-chat.
a. I don't talk a lot.
b. I talk more than I fight.
- I much prefer to knock you down **right** from the jump.
a. and jump on you
b. right at the beginning

Raymond's Run

Name _____ Date _____

Grammar Link The Present Perfect Tense of *Be*: *For* and *Since*

We form the present perfect tense of *be* with *have* or *has* and the word *been*. We often use the present perfect with *for* and *since*.

Subject	Have/Has	Past Participle of <i>Be</i>	
I/You	have		
He/She/It	has		
We/You/They	have		
		<i>been</i>	running for two hours. running since this morning.

We use *for* and *since* to talk about how the action happened from past to present.

We use *for* to talk about the length of time. We use *since* to talk about when an event began.

<i>For</i>	<i>Since</i>
<i>for</i> four years	<i>since</i> 1995
<i>for</i> a long time	<i>since</i> yesterday
<i>for</i> a while	<i>since</i> I moved away

Practice

A. Directions: Complete each sentence about "Raymond's Run" with the present perfect form of the verb *be*.

- I have been looking after Raymond all my life.
- Raymond has been teased by people who don't understand him.

B. Directions: Complete each sentence about "Raymond's Run" with *for* or *since*.

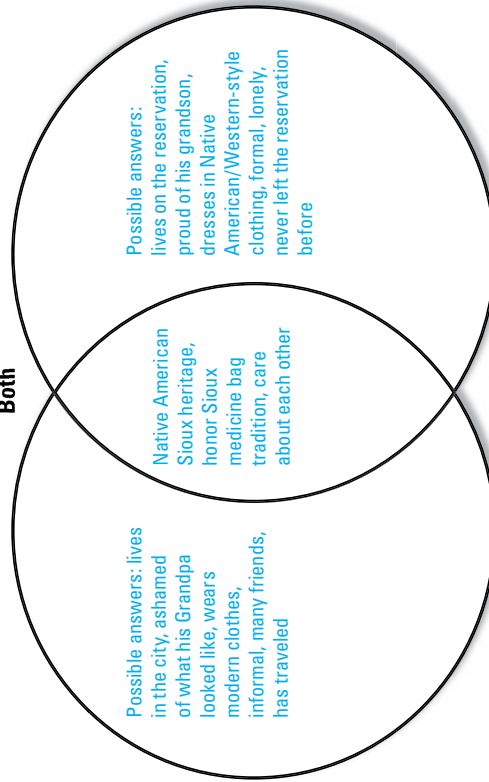
- Squeaky has been running in the May Day Race since first grade.
- She has been running for a long time.

The Medicine Bag

Name _____ Date _____

Directions: As you read "The Medicine Bag," compare and contrast Martin and his great-grandfather, Joe Iron Shell. Use the Venn diagram to write the characteristics of each character and the characteristics they share.

Martin **Both** **Joe Iron Shell**





Name _____ Date _____

Word Study Prefixes and Suffixes

A **prefix** is a syllable at the beginning of a base or root word. Prefixes change the meaning of the base or root word.
A **suffix** is a word part added to the end of a root or base word. A suffix may change the word's meaning and its part of speech.

Prefixes That Mean "Not"	Example	Meaning
<i>dis-</i>	disbelieve	"not believe"
<i>in-</i>	invisible	"not visible"
<i>un-</i>	unhappy	"not happy"

Suffix	Example	Meaning
<i>-ant</i>	descendant	"one that performs (the action)"
<i>-less</i>	helpless	"without"
<i>-ly</i>	slowly	"in a particular way"
<i>-ation</i>	reservation	"action or condition"

Practice

Directions: Read each sentence. Choose the correct prefix or suffix in parentheses and write it in the blank to complete each word.

- Grandpa did not want to show his (un-, dis-) dis comfort.
- He pushed the spoon away, angry at how help less (-tion, -less) he had become.
- Grandpa came to Iowa to see where his descend ant s (-ant, -tion) lived.
- Martin sheepish ly (-ly, -ant) took Grandpa's arm.



Name _____ Date _____

Grammar Link Adjectives and Adverbs

Adjectives and adverbs sometimes look similar, but they have different purposes.
An **adjective** describes a noun. Adjectives usually answer the question *what*?
It is a **red** car. (*Red* answers the question, "What color is the car?")
An **adverb** usually answers the question *how*. Adverbs usually describe verbs, but they can also describe adjectives and other adverbs.
She walks **gracefully**. (*Gracefully* answers the question, "How does she walk?")

Adjective	Adverb	Rule for forming adverbs
slow quick beautiful	slowly quickly beautifully	For most adverbs, we add <i>-ly</i> to an adjective.
happy easy	happily easily	If the adjective ends in <i>y</i> , we change the <i>y</i> to <i>i</i> and then add <i>-ly</i> .
fast late early	fast late early	Some adverbs are the same as the adjective.
good	well	The adverb form of <i>good</i> is <i>well</i> .

Practice

A. Directions: Read each sentence about "The Medicine Bag" below. Underline the correct adverb or adjective for each sentence.

- According to Grandpa, the cop was a (good, well) man.
- "Hau, Takoza, Grandchild," he greeted me (formal, formally) in Sioux.
- Martin felt a (hard, hardly) squeeze in his chest.
- Grandpa's father felt that the (glorious, gloriously) life was gone.
- Grandpa (slow, slowly) rose from the bed and held up the medicine bag.



Name _____ Date _____

Directions: As you read "The People Could Fly," write the main events in the order they take place. Look for signal words and phrases, such as *first*, *then*, *next*, *finally*, and *long ago*.

Long ago in Africa, people who could fly shed their wings when they became slaves.



As a slave, Sarah was beaten until Toby released her to fly away from slavery.



Soon, Toby helped others fly away and he told those who could not fly that they must wait for a chance to run.



When they were finally free, slaves who could not fly told their children about those who could fly to remind them of the importance of freedom.

During Reading



Name _____ Date _____

Grammar Link *The Same (As), Similar (To), and Different (From)*

We use the terms **the same as**, **similar to**, and **different from** to make comparisons.

We use **the same as** or **the same as** to compare two things with no differences.

My shirt is **the same as** Mandy's shirt.

My shirt and Mandy's shirt are **the same**.

We use **similar** or **similar to** to compare two things that are almost the same.

My pants are **similar to** Mandy's pants.

My pants and Mandy's pants are **similar**.

We use **different** or **different from** to compare things that have nothing in common.

My hair is **different from** Mandy's hair.

My hair and Mandy's hair are **different**.

Practice

Directions: Read each sentence about "The People Could Fly" below. Complete the comparison using **the same (as)**, **similar (to)**, or **different (from)**.

1. The people who could fly looked the same as the other people from Africa.
2. The people who could fly were different from the other slaves.
3. The land where they were slaves was different from their African homeland.
4. The overseer treated Sarah the same as the other slaves in the field.
5. The master said he was similar to a hard lump of clay.
6. The babe hollered the same as any hurt child.
7. Sarah flew over the fences, similar to an eagle.
8. Other slaves rode the wind the same as Sarah and her babe.
9. Toby was different from the other slaves.
10. He flew over the slaves on the ground, who were different from the ones who could fly.
11. Then the other slaves knew that someday they would be free also. In that way, the slaves on the ground and the ones who could fly were similar.

During Reading



Name _____ Date _____

Directions: As you read *Tom Sawyer* and "Born Worker" write statements about Tom and Arnie. Write examples from the stories to support your statements. The first statement and example for each character have been added for you.

Tom	Arnie
Tom did not like to work. "He surveyed the fence, and the gladness went out of his nature..." Possible answers: Tom tricked others into working. "...Now lemme try. Say—I'll give you the core of my apple." Tom learned that to make someone want something, it had to be hard to get. "In order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain."	Arnie was spoiled. "... he was lazy and, worse, spoiled by the trappings of being middle class. His parents ... showered him with clothes, shoes..." Possible answers: Arnie wants to get rich without working. "He started digging ditches...and the next thing you knew, he was sitting by his own swimming pool." Arnie knows it is hard for Jose to get work. "I mean, half the work is finding the jobs," Arnie explained "...Jose knew this was true."



Name _____ Date _____

Word Study Compound Words

Compound words are formed by joining two smaller words. Compound words can be open, closed, or hyphenated.

Open: *fire truck*

Closed: *spiderweb*

Hyphenated: *self-confident*

Practice

Directions: Read each sentence from *Tom Sawyer*. Circle the compound word and write its meaning. Use a dictionary if necessary.

- Tom appeared with a bucket of whitewash a material used to make or "wash" something white
- He carried a long-handled brush. having a long handle
- Ben Rogers whooped along, impersonating a steamboat. a boat powered by steam
- He was boat, and captain, and engine-bells combined. bells that accompany an engine
- Ben drew up slowly towards the sidewalk. a place to walk on the side of the street
- Tom told Ben he could paint the back fence, but not the front. a fence that goes in the back of a house
- By the end of the afternoon Tom was rolling in wealth. the time after noon
- The boys had given him many things, including fire-crackers, chalk, and a knife handle. paper cylinders that make a cracking noise when set on fire
- He learned that work is whatever a body must do. anything



Name _____ Date _____

Word Study Word Families

A word family is a group of words that share the same ending letters and ending sound. Many words that rhyme belong to the same word family.

Words: gold, cold, told

Word Family: -old

Words: day, hay, tray

Word Family: -ay

Knowing the sound of the core group of letters helps you know how to pronounce many words that belong to the same word family.

Practice

Directions: Read each sentence from "Born Worker." Determine the word family that the boldfaced word belongs to. Then list other words that belong to the same family. Use a dictionary to check spelling.

- They said José was born with a **ring** of dirt around his neck. sing king spring
- His palms were rough by the **time** he was three. dime crime mime
- José did **well** in school, but he knew he would work his whole life. bell spell smell
- His arms would pump, his legs would **bend**, his arms would carry a world of earth. mend send spend
- José's father stroked the **grain** of his sandpaper beard as he spoke. rain sprain main
- Arnie was chewing a blade of grass that didn't come from José's **lawn**. dawn fawn pawn
- José did not twitch a muscle in his **face**. race space lace
- Arnie wanted to start a company with his **best** cousin, José. rest pest nest



Name _____ Date _____

Grammar Link **Interrogative, Exclamatory, and Imperative Sentences**

A sentence expresses a complete thought. There are four types of sentences.

Sentence Type	Definition	Example
Declarative	makes a statement	José wore jeans.
Interrogative	asks a question	What are you doing?
Exclamatory	shows excitement	We can become rich!
Imperative	gives a command	Get down from there.

Practice

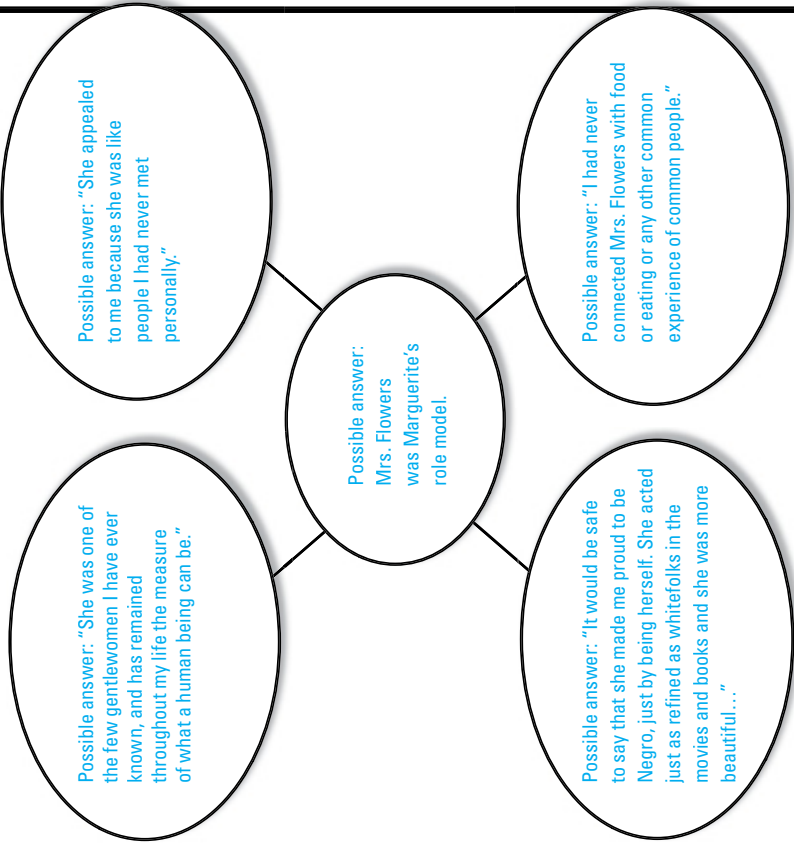
Directions: Read each sentence about “Born Worker” below. Identify the type of each sentence below by writing *declarative*, *imperative*, *interrogative*, or *exclamatory* next to each.

1. declarative His mother stitched at a machine all day.
2. interrogative What do you see up there?
3. declarative Arnie’s family spoiled him with almost anything he wanted.
4. exclamatory I’ve got a great idea!
5. interrogative What would you do?
6. imperative Get out of here.
7. interrogative How come you don’t use your sleeve?
8. declarative José worked while Arnie told him what was wrong.
9. imperative Let me do the talking.
10. declarative José picked up the bleach, put on the gloves, and began scrubbing.
11. interrogative You know what you’re doing, boy?
12. exclamatory Get out of here!



Name _____ Date _____

Directions: As you read “I Know Why the Caged Bird Sings,” write an inference about Marguerite in the center of the web. Then write evidence from the text to support your inference in the outside circles.





Name _____ Date _____

Word Study Figurative Language: Simile and Metaphor

Similes and metaphors are figures of speech that compare two unlike things. A simile usually uses the word *like* or *as*. A metaphor implies a comparison without using *like* or *as*.

Simile: The lake is like a shining mirror.

Metaphor: The frozen lake is a mirror.

Practice

Directions: Read each sentence about "I Know Why the Caged Bird Sings." Circle the correct letter and write the two things being compared in each sentence.

1. Her skin was a rich black that would have peeled like a plum.

Comparison: skin to plum
 a. simile
 b. metaphor

2. Momma and Mrs. Flowers were like sisters.

Comparison: Momma and Mrs. Flowers to sisters
 a. simile
 b. metaphor

3. Her words were a song.

Comparison: words to song
 a. simile
 b. metaphor

4. My image of her would have been shattered, like Humpty-Dumpty.

Comparison: image to Humpty-Dumpty
 a. simile
 b. metaphor

5. Except for language, man is an animal.

Comparison: man to animal
 a. simile
 b. metaphor



Name _____ Date _____

Grammar Link Adverbs of Frequency: Adverbs of Frequency with Be

Adverbs usually describe verbs. **Adverbs of frequency** tell how often something is done. Some adverbs of frequency are *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*.

Adverbs of frequency come between the subject and verb, except when used with a form of *be* (*am*, *are*, *is*, *was*, *were*). With forms of *be* the adverb follows the verb.

Subject	Form of Be	Adverb of Frequency	
Marguerite	is	always	late.

With any other verb, the adverb of frequency comes **before** the verb.

Subject	Adverb of Frequency	Verb	
Marguerite	always	arrives	late.
Miguel	sometimes	brings	his friend.

Practice

Directions: Read each sentence about "I Know Why the Caged Bird Sings" below. Rewrite the sentences, adding the adverb of frequency.

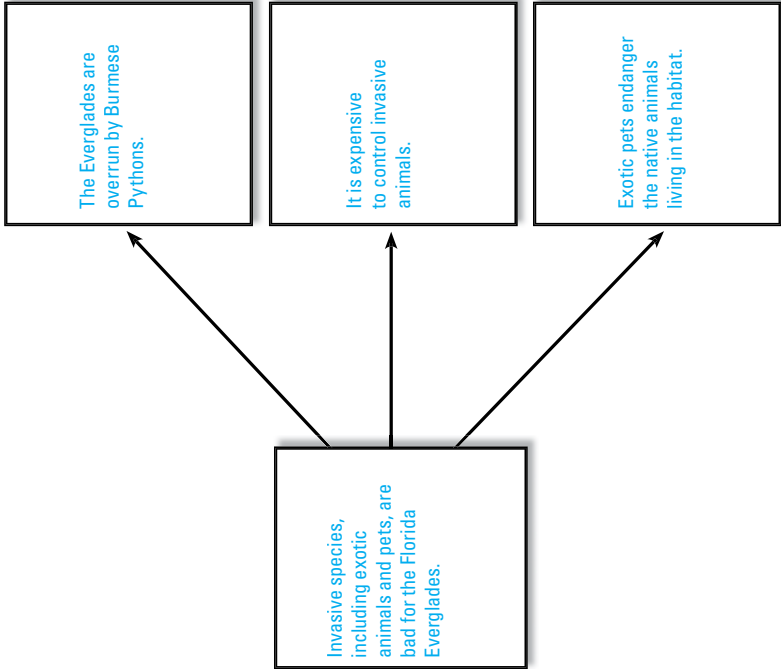
- Marguerite is late. (usually) Marguerite is usually late.
- Mrs. Flowers comes to visit. (sometimes) Mrs. Flowers sometimes comes to visit.
- She would smile. (often) She would often smile.
- I connected her with food or eating. (never) I never connected her with food or eating.
- Momma is a quiet woman. (rarely) Momma is rarely a quiet woman.
- I am intolerant of ignorance but understanding of illiteracy. (always) I am always intolerant of ignorance but understanding of illiteracy.



Name _____ Date _____

Argument and Evidence Diagram

Directions: Write the author's argument, or the main point, in the box on the left. Then write evidence that supports or proves the argument in the boxes on the right. Remember, evidence is specific information, including facts and statistics.



FUNCTIONAL DOCUMENTS:
Article, Directions, and Warranty

Name _____ Date _____

Grammar Link Future Time Clauses with *Before*, *After*, and *When*

A future time clause can begin with *before*, *after*, or *when*. When a time clause refers to the future, the verb is in the simple present tense. The verb in the main clause is in the future tense.

Time Clause	Main Clause
When school ends,	he will visit his grandparents.
Before I eat breakfast,	I will make my bed.
After we shop,	we will go home.

The time clause can go before or after the main clause. When the time clause comes first, place a comma after it.

Practice

A. Directions: Underline the time clause in each sentence.

- 1. Before you buy a new bike, you can ask to test ride it.
- 2. When a part breaks, a good bike shop will replace it.
- 3. The roads may be slippery after it rains.

B. Directions: Match the time clause with the main clause by drawing a line.

- 1. Before I buy a new bike, A. the bike shop will fix it.
- 2. When I want adventure, B. I will watch out for holes.
- 3. After a bike part breaks, C. I will research brands.
- 4. When I ride on dirt trails, D. I will lock it.
- 5. After I park my bike, E. I will ride on mountain bike trails.



Name _____

Date _____

Directions: As you read "The Tell-Tale Heart," think about the plot. In two or three sentences, summarize what happens at the beginning, middle, and end of the short story.

Beginning

The narrator says he is not crazy. He admits that he hates an old man.
He watches the old man every night.



Middle

One night, the narrator kills the old man. He cuts up his body and buries it under the floor boards.



End

The police come. The narrator tries to act normal. He thinks he hears the old man's heart beating under the floor. He admits to killing the man.



Name _____

Date _____

Word Study Context Clues

When you come to an unfamiliar word, you can often figure out the meaning by looking at **context clues**, or hints in nearby words or sentences.

Let's use context clues to define the word "acute" from the short story:

The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth.

Context clues:

1. His senses are sharp, not dull.
2. He hears all things.

Meaning of "acute":

keen or extremely sharp

Practice

Directions: Read each sentence from the passage. Find two or three context clues that help you define the underlined word. Then write what you think the word means.

1. "It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night."

Context Clues:	Meaning of "conceived":
The idea entered his brain.	formed or started
After that, the idea haunted him.	

2. "One of his eyes resembled that of a vulture—a pale blue eye, with a film over it."

Context Clues:	Meaning of "resembled":
He mentions eyes.	looked like
He describes the eyes.	
The eyes look like a vulture's.	



Name _____ Date _____

Grammar Link **Sentence Structure: Simple and Compound**

A **simple sentence** has one subject and one predicate. The **complete subject** tells who or what; the **complete predicate** tells what the subject does, has, or is.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (*and, but, or, nor, for, so, and yet*).

Practice

A. Directions: In the sentences, underline the complete subject once and the complete predicate twice.

- 1. Edgar Allan Poe wrote and published horror stories.
- 2. Poe's character commits a crime and tries to hide it.
- 3. The narrator in "The Tell-Tale Heart" believes he is not crazy.
- 4. Critics and scholars praise Poe's work.

B. Directions: Write **S** if the sentence is a simple sentence. Write **C** if it is a compound sentence.

- 5. C A neighbor heard a shriek, and the police checked it out.
- 6. S A policeman and his partner came to investigate.
- 7. C The narrator tried to lie, but he blurted out the truth.
- 8. S The police were shocked and amazed at the confession.

ICARUS & DAEDALUS

Name _____ Date _____

Directions: In the three small boxes, write down plot information about the beginning, middle, and end of "Icarus and Daedalus." Then choose the most important information and summarize the myth in the large box.

Daedalus, an architect, is put in jail by King Minos.

Daedalus escapes from jail and wants to leave Crete. The only way to leave the island is to fly like a bird.

Daedalus studies birds. He builds wings of feathers and wax for himself and his son Icarus. He warns Icarus not to fly too low or too high but Icarus doesn't listen.

Daedalus and Icarus put on their wings and leave Crete. But Icarus loves flying so much he forgets his father's warning. He flies too close to the sun. The sun melts the wax wings and he falls to the sea and drowns. Daedalus never flies again.

Daedalus must escape the island where he is imprisoned. He builds wings made of feathers and wax for himself and his son, Icarus. When the father and son make their escape, however, Icarus flies too near the sun. His wings melt and he drowns. The grief-stricken Daedalus never tries to fly again.

Name _____ Date _____

Grammar Link The Simple Past Tense: Irregular Verbs

Many verbs do not end in *-ed* in their past form. They are called **irregular verbs**.

Examples:

The past tense of **go** is **went**. Yesterday, you **went** to school.

The past tense of **eat** is **ate**. Last night, we **ate** soup.

Some verbs are the same in their base form and in past tense.

The past tense of **put** is **put**. Yesterday, I **put** the plant in the window.

Base Form	Past Tense
do	did
leave	left
make	made
see	saw

Practice

A. Directions: In the space, write the simple past tense of the irregular verb in parentheses.

1. Daedalus (build) built wings of feathers and wax.
2. Daedalus (put) put the wings on himself and his son, Icarus.
3. The wings that Daedalus (make) made melted.

B. Directions: Complete the sentences in the paragraph with the simple past tense of the regular and irregular verbs in parentheses.

Daedalus (study) studied the birds as they (fly) flew in the sky. He (watch) watched as birds (sleep) slept in the branches of trees. Icarus (know) knew nothing about birds. When the wind (catch) caught his wings, he (forget) forgot his father's warning. He just (want) wanted to fly as high as he could.

Name _____ Date _____

Grammar Link Prepositions of Place

Prepositions of place tell where people or things are.

Examples: I live in Connecticut. My school is one block behind our house.

Here are some other prepositions of place:

above, at, behind, in, next to, on, under, in front of

Practice

A. Directions: Circle the preposition of place in each sentence.

1. Paul Revere sat in a boat.
2. The moon rose above him.
3. A church stood on one shore.
4. A row of pigeons sat under the roof of the church.
5. Paul Revere watched the window in front of the church.

B. Directions: Complete the sentences with prepositions of place from the list.

6. The Old North Church stood next to a graveyard.
7. The tower of the Old North Church rose above the graves.
8. The graveyard sat on a lonely hill.
9. Paul Revere looked for a light in the window of the church.
10. Then he urged the horse under him to run fast.



Name _____ Date _____

Grammar Link Spelling of Regular Past Tense Verbs

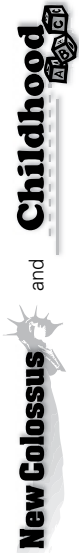
The past tense of many regular verbs ends in some form of *-ed*.
The girl **waved**, then walked to the car.
However, there are different ways to spell the past tense form.
The car **stopped**. The girl **carried** her bag.

Verb Ending	Spelling Rule	Examples
1. Most regular verbs	Add <i>-ed</i>	post posted chuckle chuckled
2. Verb ends in <i>e</i>	Add <i>-d</i>	hurry try hurried tried
3. Verb ends in consonant + <i>y</i>	Change <i>y</i> to <i>i</i> and add <i>-ed</i>	scan step scanned stepped
4. Verb ends in one consonant + vowel + consonant (one-syllable verbs)	Double the consonant and add <i>-ed</i>	whisper whispered
5. Verb ends in vowel + consonant and stress is on the first syllable (two-syllable words)	Add <i>-ed</i> ; do not double the consonant	occur occurred prefer preferred
6. Verb ends in vowel + consonant and stress is on the second syllable (two-syllable words)	Double the consonant and add <i>-ed</i>	

Practice

Directions: Write the correct spelling of the simple past tense form. Then write the rule number from the chart above.

1. cry cried Rule 3 4. stay stayed Rule 1
2. allow allowed Rule 1 5. push pushed Rule 1
3. plan planned Rule 4 6. topple toppled Rule 2



Name _____ Date _____

Grammar Link Possessive Pronouns

Possessive pronouns and possessive adjectives show when something belongs to something or someone else. For example: The ball is **hers**. It is **her** ball.
A **possessive pronoun** is used alone. Pronouns act as nouns within a sentence.
The pen is **mine**.
A **possessive adjective** goes before a noun. Adjectives describe nouns.
This is **my** pen.

Possessive Pronoun	Possessive Adjective	Possessive Pronoun	Possessive Adjective
mine	my	yours	your
hers	her	his	his
its	its	ours	our
yours	your	theirs	their

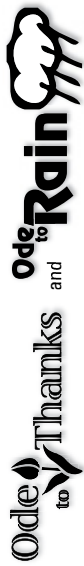
Practice

A. Directions: Circle the correct form of the possessive pronoun or adjective in each sentence below.

1. The Statue of Liberty holds (hers, her) lamp high.
2. Miners bring food in (their, them) dinner buckets.
3. My father carried his dinner bucket and I carried (my, mine).

B. Directions: Fill in the blank with a possessive pronoun or adjective that can replace the noun in parentheses.

4. Her light welcomes people. (The Statue of Liberty)
5. The lantern shines its light (the lamp's)
6. This land is ours. (all of us)



Name _____ Date _____

Grammar Link As...As, Not As...As, and Less...Than

The phrases **as...as**, **not as...as**, and **less than** help us compare things.

Use **as...as** to show that two people or things are the same in some way.

The tablecloth is **as** broad **as** a plain.

Use **not as...as** to show that two people or things are different in some way. Use **not as...as** with one syllable adjectives.

Sometimes saying thanks is **not as** easy **as** it seems.

Use **less...than** with adjectives that have two or more syllables, unless they end in y.

Some poems are **less** jubilant **than** Neruda's writing.

Some poets are **less** insightful **than** Neruda.

Practice

A. Directions: Complete the sentences with *as...as*, *not as...as*, or *less...than* and the adjective in parentheses.

1. Neruda believes that thankfulness is (healing) as healing as medicine.
2. He says that the word *thanks* feels (soft) as soft as a feather on your tongue.
3. For nature, rain is (rich) as rich as gold.
4. Pat Mora's poem sounds (melancholy) less melancholy than an ordinary rainy day.

B. Directions: Match an item from the left column with an item on the right and write a comparison of the two things using a phrase with *as...as*, *not as...as*, or *less...than*.

hair	leaves
coat	lamb
flower petals	satin

5. Possible answer: His hair was as shiny as satin.
6. Possible answer: My new coat feels as soft as a lamb.
7. Possible answer: Flower petals are not as green as maple leaves.

O Captain! My Captain!

Name _____ Date _____

Grammar Link Irregular Verbs: Have, Do, and Go

Read the first and third person, present tense forms of the irregular verbs *have*, *do*, and *go*.

First Person	Third Person
I have a problem. We	He has a problem. She has a problem. It
I do the work. We	He does the work. She does the work. It
I go outside. We	He goes outside. She goes outside. It

Practice

A. Directions: Circle the correct form of each verb to complete the sentences about "O Captain! My Captain!"

1. The ship (has have) weathered every storm.
2. Now we can (go goes) home.
3. I (has, have) a terrible fear that my captain (has have) died.

B. Directions: Complete the sentences about "O Captain! My Captain!" using the correct form of the verb in parentheses.

4. The poem "O Captain! My Captain!" (to have) has a powerful impact on the reader.
5. In the poem, the speaker (to do) does express grief.
6. The speaker (to do) does what any of us would (to do) do in that situation.

My Father's Song and I Ask My Mother to Sing

Name _____ Date _____

Grammar Link The Conjunctions And, But, and Or

The conjunctions **and**, **but**, and **or** join ideas and sentences.

- **And** adds information: I want soup **and** salad.
- **But** contrasts information: He wants soup **but** not salad.
- **Or** provides a choice: You can have soup **or** salad.

Use a comma before *and*, *but*, and *or* when connecting two sentences.
I will write an essay, **or** I will give a speech.

Do not use a comma when *and*, *but*, and *or* separate two nouns or prepositional phrases.
I like the poems "My Father's Song" and "I Ask My Mother to Sing."
The author of "I Ask My Mother to Sing" has never been in Peking or the Summer Palace.

Do not use a comma when *and*, *but*, and *or* separate two adjectives.
Both poems are musical **and** insightful.

Practice

- Directions: Complete the sentences with *and*, *but*, or *or*.
1. The speaker in "My Father's Song" misses his father, _____ **and** _____ he recalls the sound of his father's voice.
 2. The poem is about his father, _____ **but** _____ the poem focuses on only one specific event.
 3. It sounds like the event happened a long time ago, _____ **but** _____ the speaker still remembers it clearly.
 4. While planting a field, his father found baby mice _____ **and** _____ carefully protected them.
 5. The speaker in "I Ask My Mother to Sing" listens as his mother _____ **and** _____ grandmother sing together.
 6. We learn right away that the speaker's father has died, _____ **but** _____ we don't know how or when.
 7. There is water imagery in phrases such as "sway like a boat" _____ **and** _____ "fill with rain."
 8. The song must remind the women of a previous home _____ **or** _____ a place they loved.

Flowers for Algernon

Name _____ Date _____

Directions: As you read "Flowers for Algernon," pay attention to how Charlie changes. Describe what Charlie is like in the beginning, middle, and end of the story.

Beginning

He can't spell very well. He is confused and anxious. He wants to be part of a study.



Middle

His spelling improves. He has an operation. He returns to work. He does not know that his co-workers make fun of him. He thinks they are his friends.



End

He begins to punctuate his progress reports. Charlie realizes that his friends make fun of him.

Flowers for Algermon

Name _____ Date _____

Word Study Multiple-Meaning Words

Many English words have more than one meaning.

Saw is a form of the verb to see: Charlie **saw** an inkblot.
A **saw** is tool: The carpenter cut the board with a **saw**.

When you read a word that you know has more than one meaning

- read the text around the word. Find clues to the word's meaning.
- think about how the word is being used.
- check a dictionary and read through all of the meanings. Find the one that makes the most sense.

Practice

Directions: Circle the letter with the meaning that matches the boldfaced word.

- Charlie put on his **glasses** to see the inkblot.
 - cups to drink from
 - b.)spectacles**
- Miss Kinnian called Charlie her best **pupil**.
 - center of the eye
 - b.)student**
- During a test, one doctor hid a **watch**.
 - a.)clock**
 - look at
- Doctor Nemur told Doctor Strauss he was **right**.
 - a.)correct**
 - opposite of left
- Doctor Strauss gave Charlie a television as a **present**.
 - a.)gift**
 - now
- Charlie felt like he had been punched in the **chest**.
 - cabinet
 - b.)upper body**

Flowers for Algermon

Name _____ Date _____

Grammar Link Run-On Sentences

When two or more clauses are connected with no punctuation or incorrect punctuation, the mistake is called a **run-on sentence**. Notice that “run-on” does not mean too long. It means incorrectly punctuated.

There are two kinds of run-ons:

- **Fused:** Independent clauses used together (or fused) in one sentence, with no punctuation or conjunction to separate them
- Charlie had an operation he still was not smart
- **Comma splice:** Independent clauses mistakenly connected (or spliced) with a comma
- The coworkers were cruel, they made fun of Charlie.

Here are two ways to fix run-on sentences:

- Separate the clauses with a comma and a coordinating conjunction such as *or*, *and*, or *but*:
- Charlie had an operation, but he still was not smart.
- Rewrite the run-on sentences as two sentences:
- The coworkers were cruel. They made fun of Charlie.

Practice

A. Directions: Decide which sentences are complete and which are run-ons. Write **C** for complete and **R** for run-on.

- _____ **R** _____ 1. Charlie liked work he liked his friends.
_____ **C** _____ 2. Charlie laughed when his coworkers made fun of him.

B. Directions: Correct each run-on sentence by separating the clauses with a comma and adding *or*, *and*, or *but*, and by rewriting the clauses as two separate sentences.

- Charlie wrote reports the doctors read them.
Charlie wrote reports. The doctors read them.
- Charlie wrote reports, and the doctors read them.
- Charlie studied inkblots he did not see pictures.
Charlie studied inkblots. He did not see pictures.
- Charlie studied inkblots, but he did not see pictures.

The Diary of Anne Frank

Name _____ Date _____

Directions: As you read *The Diary of Anne Frank*, complete the plot diagram by describing what happens during the exposition, conflict, and climax of Act I.

Anne wants to go downstairs. Her father catches her and insists she can never go outside the rooms. Anne realizes what "going into hiding" means.

Climax

The Frank family and the Van Daan family must go into hiding to avoid being captured by the Nazis. They can never leave the small apartment above the offices, and they can never make any noise.

Conflict

Rising Action

Exposition

In November 1945, Mr. Frank visits the cramped rooms he and his family lived in for three years. He is leaving Amsterdam. He wants all the papers burned, until Miep hands him Anne's diary.

The Diary of Anne Frank

Name _____ Date _____

Word Study Root Words

Some words share the same **root word**. The words **memory** and **memorial** share the root **mem**, which means "remember."

Recognizing a root word can help you find the word's meaning. Mr. Frank kept a **memento** of his daughter. A **memento** is an item that reminds you of something or someone.

Adding a prefix or a suffix to a root word can change the meaning of the word. **Memorable** means that something is easy to remember. The suffix **-able** means "able to do something."

Unmemorable means that something is easy to forget. The prefix **-un** means "not" or "the opposite of."

Practice

- A. Directions: Read each sentence. Circle the word with the same root as the underlined word to complete the blank.
- 1. Anne Frank confided in her diary. A diary is private and _____.
conflict confidential fiction
 - 2. Anne's diary entries are in _____ order. Her diary is a _____ of her life.
chronicle logical logistic
 - 3. Anne's diary is a _____ manuscript. A short message on the first page is called _____.
a manifold a newsprint an inscription
- B. Directions: Read each word below and the definition of a root word used in each. Then think of a word that has the same root, prefix, or suffix.
- 1. automatic (auto means "self") _____ autobiography
 - 2. conform (form means "shape") _____ uniform
 - 3. portable (port means "carry") _____ transport
 - 4. dictionary (dict means "say" or "speak") _____ dictate

The Diary of Anne Frank

Name _____ Date _____

Grammar Link Statements with *There + Be*

We use **there** with a form of the verb **to be** are to say something exists.

There is a table. **There are** four chairs.

The form of **there + be** must agree with the singular or plural noun.

There is one diary. **There are** two pens.

We say **there is not**, **there isn't**, **there's not**, **there are not**, or **there aren't** to say something does not exist.

There isn't a room for Anne's parents.

There aren't enough plates for everyone.

When there is a complete lack of a thing, always use the singular form of **there + be**.

There isn't any milk. **There isn't** any food.

Contractions

there is = there's

there is not = there isn't or there's not

there are not = there aren't

Practice

A. Directions: Read each sentence below about Act I of *The Diary of Anne Frank*. Fill in the blank with *is*, *are*, *isn't*, or *aren't* to complete the sentence.

- There isn't time to go back to get more clothing.
- There are three children living in the annex.
- There aren't two cats but only one.

B. Directions: Write sentences using **there + be** in response to the questions, using the answers provided in parentheses.

What is not in the annex?

- There is not any music in the annex (music)
- There is not any noise in the annex. (noise)

What is in the annex?

- There are seven people in the annex (seven people)
- There is an attic in the annex. (attic)

TIME Standing Tall

Name _____ Date _____

Grammar Link Comparative and Superlative Forms of Adverbs

Adverb	Comparative	Superlative	
frequently thoroughly safely	more frequently more thoroughly more safely	the most frequently the most thoroughly the most safely	We use more with adverbs ending in -ly to compare two actions. We use most with adverbs ending in -ly to compare more than two actions.
old high hard	older higher harder	oldest highest hardest	We are -er to make the comparative form and -est to make the superlative form for most adverbs that only have one syllable.
well	better	the best	The <i>Well</i> is an irregular verb.

Practice

Directions: Complete each sentence using the comparative or superlative form of the adverb in *italics*.

- Architects worked *hard* to design strong buildings. Now they work harder to design buildings that will survive attacks.
- Guards search *thoroughly* for harmful chemicals. Better equipment would help them search more thoroughly.
- Emergency stairwells can help people escape a fire *safely*, but architects are looking for a way to help people escape more safely.
- Concrete resists earthquakes *well*, but steel-mesh concrete resists earthquakes better.
- Office buildings rise *higher* than houses, but skyscrapers rise highest of all.
- Residents can descend buildings *quickly*, but elevators can descend buildings more quickly.
- The Empire State Building is *old*, but the Flatiron Building is one of the oldest tall buildings in New York.



Name _____ Date _____

Grammar Link **Object Pronouns**

Many sentences in English have a subject, a verb, and an **object**. The object can be a noun, such as *a book*, *the teacher*, or *the class*. The object can also be an **object pronoun** such as *it*, *him*, or *her*, or *them*. An object pronoun replaces the noun.

These are the object pronouns: *me*, *you*, *him*, *her*, *it*, *us*, and *them*.
Joni rides **the bike**. Joni rides **it**. (*The bike* is the object. *It* is the object pronoun.)
I asked **Dad**. I asked **him**. (*Dad* is the object. *Him* is the object pronoun.)

Practice

Directions: In each sentence, replace the noun in parentheses with an object pronoun.

1. Langston Hughes loves (his mother) her.
2. The poet's mother encouraged (her son) him.
3. Our teacher asked (our class) us to read the poem.
4. Our class read (the poem) it together.
5. The poem inspires (readers) them to keep going.
6. Gwendolyn Brooks wrote (a poem) it as a speech.
7. Brooks ignores ("down-keepers") them.
8. I shared (the poem) it with my brother.
9. I thought (my brother) he would like it.
10. I admire (Brooks) her for standing up for herself.

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